

# 2001~2002 ACADEMIC CATALOG



THE WASHINGTONIAN

**JAMES MONROE**  
C E N T E R  
for Graduate and Professional Studies



# CONTENTS

*Please consult with your Academic Program Director, Faculty Advisor, or the Office of Advising Services to assure that you have the most current information.*

|   |           |
|---|-----------|
| <b>The MWC Statement of Institutional Purpose .....</b>         | <b>2</b>  |
| <b>The James Monroe Center Mission Statement .....</b>          | <b>3</b>  |
| <b>Community Values .....</b>                                   | <b>3</b>  |
| <b>Honor System.....</b>  | <b>4</b>  |
| <b>Academic Resources .....</b>                                 | <b>4</b>  |
| <b>Tuition and Fees .....</b>                                   | <b>6</b>  |
| <b>Academic Programs.....</b>                                   | <b>7</b>  |
| <b>Undergraduate Degree Programs.....</b>                       | <b>7</b>  |
| <b>Graduate Degree Programs .....</b>                           | <b>14</b> |
| <b>Brokered Programs .....</b>                                  | <b>38</b> |
| <b>Professional Development for Educators .....</b>             | <b>39</b> |
| <b>Certificate, Certification and Non-Credit Programs .....</b> | <b>41</b> |
| <b>Rules and Regulations .....</b>                              | <b>46</b> |
| <b>Academic Calendar .....</b>                                  | <b>64</b> |
| <b>Faculty .....</b>  | <b>68</b> |
| <b>Administration .....</b>                                     | <b>69</b> |
| <b>Telephone Directory .....</b>                                | <b>69</b> |
| <b>Index .....</b>  | <b>72</b> |

August 2001

## **The James Monroe Center Academic Catalogue 2001 - 2002**

The James Monroe Center Academic Catalogue is a supplement to the Mary Washington College Academic Catalogue, which includes official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually in separate documents, which may be obtained from the administrative offices responsible for those areas. Students are responsible for knowing the policies of the College.

Mary Washington College subscribes to the principles of equal opportunity and affirmative action. The College does not discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sexual orientation, sex, or age in recruiting, admitting, and enrolling students or in hiring faculty and staff members. The College will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination or questions should be directed to the AAEO Officer of the College.

Although the listing of courses in this Catalogue indicates the content and scope of the curriculum, changes do occur, and the actual offerings in any term may differ from those indicated in preliminary announcements. Because programs and policies change from time to time according to procedures established by the faculty and administration of the College, statements in this catalogue do not constitute an actual or implied contract between the student and the College.

Mary Washington College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the degrees of Bachelor of Arts, Bachelor of Professional Studies, Master of Science in Elementary Education, Master of Education, Master of Business Administration, and Master of Arts in Liberal Studies.

### **The Mary Washington College Statement of Institutional Purpose**

Mary Washington College, as a predominantly residential and primarily undergraduate, limited-enrollment institution of the liberal arts and sciences, is distinctive within the Virginia system of higher education. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the College's educational philosophy. Commitment to this concept will continue in the years ahead.

The College maintains that a broad liberal education--that is, one based upon freedom in inquiry, personal responsibility, and intellectual integrity--is the best preparation for citizenship and career. Thus the goal of the instructional and experiential program is to offer to students courses of study and cocurricular opportunities that together provide them with a sound general education, enhance their understanding of their responsibilities as citizens in the broader community, and develop the skills necessary for creative and productive lives.

Toward the achievement of those goals, the College requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary supplement to concentration in a particular field. Moreover, consistent with the principles of liberal learning, the College places high value upon cultural diversity and global awareness, and seeks through its curricular offerings to reflect that diversity and promote that awareness.

The College regards the provision of high-quality instruction as its most important function. The role of faculty research and scholarly endeavor in this context is to maintain the vitality of teaching; and accordingly, the College encourages such research and scholarship. Furthermore, it especially encourages the participation of undergraduate research.

Mary Washington College is sensitive to the educational needs of the growing population within its commuting region. To address such concerns it has established undergraduate and graduate degree programs designed especially for adult part-time students and has developed a number of public service activities to assist in meeting special

community needs.

In response to accelerating demographic changes that have increased the demand for educational services within the region, the College has developed the James Monroe Center for Graduate and Professional Studies (located at a new campus in nearby Stafford County). Pursuant to its own distinctive mission, the James Monroe Center is designed to offer programs appropriate to the region's economic development needs and to provide educational opportunities for the personal life-long objectives of the citizens of the region.

## The JMC Mission

The Stafford Campus of Mary Washington College supports regional economic development and personal life-long learning and professional advancement through quality full-time and part-time educational programs and appropriate ancillary services. With upper-level undergraduate courses in job-related professional and technical areas, it offers baccalaureate degree completion programs to supplement regional community college education. For area workers and professionals with baccalaureate degrees, this campus offers several post-baccalaureate certificate programs and masters degrees. These include programs developed through partnerships with other institutions and by cooperative agreements with Virginia's public research universities. Professional certification/re-certification programs, individual professional development courses, and continuing education courses and seminars are also offered. These programs and courses are provided in a variety of settings (traditional classroom, business-place-on-site, distance learning) and delivered with an emphasis on state-of-the-art information and instructional technology. The composition of the curricula and faculty remains flexible in order to respond to the changing needs of the students and businesses the campus serves.

The Stafford Campus is, to a degree, administratively and operationally dependent upon the Fredericksburg Campus of Mary Washington College. However, it is academically independent, with its own faculty and its own distinct courses and degree offerings, tailored to the needs of residents and businesses within a commuting radius. None of the courses or degree offerings duplicate or overlap the courses and degree offerings of the traditional residential liberal arts college in Fredericksburg.

The Campus operates on a schedule consistent with the needs of the adult commuter students, with classes, advising, and other services available during the evening and on weekends as well as during normal weekday business hours. It also provides on-site consultation for business practitioners through the Rappahannock Region Small Business Development Center.

## Community Values

Several elements contribute significantly to the fulfillment of the College's mission. One is the encouragement of, and respect for, individual and cultural diversity. The College also insists upon an atmosphere of civility and tolerance consistent with the ideals of a community of scholars. Toward that end, the College embraces a statement of community values and expectations concerning the behavior of its members. This statement declares that:

*Mary Washington College is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values*

- The importance of personal integrity as reflected in adherence to the Honor Code,*
- The right of every individual to be treated with dignity and respect at all times,*
- The acceptance of and respect for diversity in our community and adherence to the College's Statement of Non-Discrimination, and*
- The freedom of intellectual inquiry in the pursuit of truth.*

*As members of the College community, we refuse to tolerate behavior that in any way compromises or threatens these values.*

## **Honor System**

Another element basic to the College's mission is adherence to the Honor System, which constitutes one of the distinctive features of student life at Mary Washington College and the James Monroe Center. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other coursework means that the work which the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, an elected Honor Council conducts an Honor trial, with the verdict determined by a randomly selected jury of students. In case of a conviction, the student may receive punishment ranging from probation to permanent dismissal from the College. All students and faculty should understand that by joining Mary Washington College they commit themselves to living by and upholding the Honor System.

## **Academic Resources**

### **Office of Admissions**

The James Monroe Center Office of Admissions provides information to prospective students. General admissions counseling is provided for the Bachelor of Professional Studies, post-baccalaureate Initial Teacher Licensure, Master of Arts in Liberal Studies, Master of Education, and Master of Business Administration candidates. Prospective students should contact the Office of Admissions to attend information sessions, schedule individual interviews, or to request JMC admissions materials.

The Admissions Office reviews all applications, makes admissions decisions, and notifies all applicants either of a decision or of their status. Students seeking re-admission to a JMC degree program after an absence of five or more years must apply through the Office of Admissions.

### **Office of Advising Services**

The Office of Advising Services provides the services necessary for planned enrollment in and completion of JMC degree and certificate programs. Services include:

- Pre-matriculation advising in preparation for enrollment in specific courses and programs.
- Review of previous higher education experience in relation to transfer credit.
- Review and approval of course selections and registration.
- Academic advising during the course of enrollment.
- Specialized advising for students in academic jeopardy.
- Employment/career advising in preparation for continued or new employment after program completion.

The Office of Advising Services also serves as a clearinghouse, and professional staff are available to provide advising services to students on a scheduled or walk-in basis. Additional services include tutoring programs, financial aid referrals, disability service referrals, and academic skills workshops.

### **The JMC Board on Academic Standing**

The JMC Board on Academic Standing is a body that reviews academic actions regarding qualification of continued enrollment based on academic rules, policies, and regulations. This body consists of one member of the Academic Council, three full-time teaching faculty members, one member of the Academic Support Division, and an academic counselor from the JMC Office of Advising Services.

### **Computer Labs**

The James Monroe Center has three instructional computer labs. These labs can be used for formal instruction or used by students during non-class hours. The computer labs are equipped with networked computers using both the Windows 95 and Windows NT operating systems. Each computer lab also has an instructor workstation that is connected to a ceiling mounted projector. The computers have office automation and programming software applications installed; additional proprietary software can be installed as needed.

### **Instructional Development Lab**

The Instructional Development Lab at the James Monroe Center is located in Room 110. The purpose of the Lab is to provide faculty, staff and students with the hardware and software tools needed to produce high quality multimedia presentations. The workstations have the capability of accepting and creating a variety of media ranging from standard disk technology to CD-ROM production. The hardware available includes flatbed scanners, negative/slide scanners, video capture equipment, and a CD-ROM recorder. The software installed on the workstations allows for editing of graphic images, video production, creating electronic documents (both word processing and PDF), and most other common applications.

### **Library**

The James Monroe Center Library, located on the second floor of the Center, promotes a library user instruction program designed to instill information literacy, lifelong learning, and critical thinking skills in the student community. It does this by providing reference service in person and using interactive technologies, course-related library instruction, and Web-based tutorials. The library's collection consists of a non-circulating reference collection, journals in many formats, and a reserve desk. Students and faculty have full access to the print and electronic collections that exist at the Simpson Library on the main campus of Mary Washington College, through document delivery or by visiting the Simpson Library in person. The Library's catalogue, VIRTUAL, is available on the World Wide Web from the JMC Library home page. Equipped with computers that are linked to Mary Washington College's network, the JMC Library provides access to the full array of Web-based resources made available by the Virtual Library of Virginia (VIVA). These databases are proprietary, available only to paid subscribers or qualified users of the services. JMC students can access these databases from any computer in the JMC, the Mary Washington College campus, or from home (with a password). The JMC Library also supports an extensive interlibrary loan service.

See the JMC Library home page at <http://www.jmc.mwc.edu/library> for detailed descriptions of services offered, current policies, and resource collections.

### **Teleconferencing Center**

Area businesses can arrange to use the Center's two state-of-the-art teleconferencing theaters to connect with their colleagues around the globe. Each teleconference room is equipped with an electronic whiteboard, fax machine, networked computer, video recorder and a visual presenter. The visual presenter can project documents or objects for detailed viewing at remote locations.

Free from travel delays and time changes, you can conduct:

- annual meetings
- press conferences
- sales meetings
- seminars
- board of directors meetings
- training sessions
- strategy planning
- employee interviews

### **Office of Disability Services**

A person with a disability is "anyone with a physical or mental impairment that substantially limits one or more of their major life activities as walking, seeing, hearing, speaking, working, or learning." A student with a disability is eligible for reasonable accommodations, as defined by law, in order to receive equal access to the Center's programs and services. Because each student requires a unique approach to achieve equal access, accommodations may include, but are not limited to, special academic support services, reduced courseloads, alternative forms of

testing, extended test time, notetaker assistance, enlarged print materials, sign language interpreters, and/or alternative methods for satisfying degree requirements directly affected by the disability.

A student with a disability who wishes accommodations must request accommodations by submitting a request to the Office of Disability Services. The Director of Disability Services verifies the disability, advises and assists in arranging reasonable accommodations, and acts as a liaison between students and faculty/administration on issues relating to services or accommodations.

A request for alternative degree requirements will be considered only when other forms of accommodations are not sufficient to meet the student's special learning needs. In such cases, the Director of Disability Services will verify the diagnosis of the disability, provide appropriate academic counseling for the student, and assist the student in formulating a proposal for an alternative requirement. The academic division must approve proposed alternative degree requirements on a case-by-case basis.

#### **National Testing Services**

The James Monroe Center serves as a site for Educational Testing Services' National Examination Program. On scheduled Saturdays throughout the year, the Graduate Record Exam, PRAXIS Series, ACT, and Law School Admissions Test are given at JMC and on the MWC campus.

CLEP (College Level Examination Program) tests are scheduled individually at the Center. Students interested in CLEP testing should contact the Center to schedule a test with the site coordinator.

Students interested in registering for any exam other than CLEP may consult the ETS website ([www.ets.org](http://www.ets.org)) or contact JMC (540/286-8000) for a descriptive bulletin containing the registration form for each exam.

The GMAT (Graduate Management Admissions Test) is only offered at computer-based testing (CBT) centers. This exam, a requirement of JMC's MBA program, is scheduled individually through various CBT centers throughout the country. Students interested in taking the GMAT should consult the GMAT Bulletin or go to [www.gmat.org](http://www.gmat.org).

## **Tuition & Fees**

For current tuition and fees rates, students should consult the most recent version of the *MWC Schedule of Courses*.

#### **In-State Tuition Eligibility**

The Code of Virginia, Section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state simply to attend school does not constitute legal domicile. Certain exceptions are made for military personnel and non-military spouses who are employed full-time. Detailed questions about domiciliary status are part of each application for admission.

Questions about residency status should be directed to the Office of Student Accounts, 540/654-1250.

#### **Payment Policy**

Unless otherwise noted, JMC students' tuition payment and fees are due with the Course Registration form at the time of registration. All checks, money orders and credit cards\* should be made payable to Mary Washington College. Students whose tuition and fees are being paid in full or in part by an employer must include a completed and signed billing authorization with the Course Registration form. Students must also include a check, money order or credit card for any amount of tuition and fees that will not be paid by the employer. Contact the Student Accounts Office (540/654-1250) for information concerning deferred payment plans.

\* Only JMC courses are payable by credit card.

#### **Refund Schedule**

JMC degree, non-degree, and certificate students are entitled to refunds based on the schedule

published in the MWC Schedule of Courses.

#### **Veteran's Benefits**

JMC students who have questions about VA benefits *prior* to admission should address inquiries to the Veterans Inquiry Unit:

Veteran's Administration Regional Office  
210 Franklin Street  
Roanoke, VA 24011  
888.442.4551

[www.va.gov/education](http://www.va.gov/education)

JMC students who have questions about VA benefits *after* admission should address inquiries to:

Mrs. Janet Cropp  
Advising Services  
James Monroe Center  
121 University Boulevard  
Fredericksburg, VA 22406  
540.286.8020  
[jcropp@mwc.edu](mailto:jcropp@mwc.edu)

#### **Senior Citizen Fees**

A legal resident of Virginia, 60 years of age or older, shall be permitted under regulations prescribed by the State Council of Higher Education (1) to register for and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has a taxable income not exceeding \$10,000 for federal income tax purposes for the year preceding the year in which the enrollment is sought, (2) to register for and audit courses offered for academic credit, and (3) to register for and enroll in non-credit courses in any state institution of higher education in this Commonwealth on a space-available basis.

Such senior citizens shall pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers. The Council of Higher Education shall establish procedures to ensure that tuition-paying students are accommodated in courses before senior citizens participating in this program are enrolled. However, the state institutions of higher education may make individual exceptions to these procedures when the senior citizen has completed seventy-five percent of the requirements for a degree.

A legal resident of Virginia 60 years of age or older with Federal taxable income exceeding \$10,000 may audit credit courses or enroll in non-credit courses without paying general college fees, but must pay general college fees to take courses for college credit. The fee of \$35 will be charged an applicant whose taxable income exceeds \$10,000. Additional information is available through the Office of the Registrar (540-654-1063).

### **Academic Programs**

*The enrollment procedures for each of the following academic programs are described in the JMC Admissions Catalogue. Anyone considering applying to a JMC program should consult the most recent program publications or contact the appropriate office for more information.*

#### **Undergraduate Degree Programs**

##### **BACHELOR OF PROFESSIONAL STUDIES**

The Bachelor of Professional Studies (BPS) Program is designed to equip professionals with immediately applicable skills and competencies while preparing them to understand, serve, and lead their organizations in today's challenging and dynamic business environment. This degree completion program provides graduates with educational experiences in theory and application in the world of work that may introduce them to or advance their

technical and professional careers.

The Bachelor of Professional Studies degree requires a minimum of 120 semester credits. The BPS is designed for students who have completed the equivalent of a two-year associate's degree from a community college. Transfer students who have earned an Associate of Arts (AA), Associate of Science (AS), or Associate of Arts and Science (AA&S) prior to matriculation at Mary Washington College have fulfilled lower-division general education requirements and are granted junior standing.

BPS students who have earned a general studies associate's degree or an applied associate's degree or students who have earned 60 semester credits but do not have an associate's degree must meet the general education requirements in English competence, humanities, social sciences, natural sciences and math, and communication arts. Students who have earned an associate's degree (except General Studies or Applied Science) from a Virginia community college have fulfilled BPS general education requirements.

The remaining 60 semester credits include Core Requirements (18 semester credits), Concentration Requirements (30 semester credits), and Electives (12 semester credits). Course numbers, titles, and descriptions are listed below. Students may also earn credit by examination and can receive academic credit for life/work experience, as outlined below.

In Summer 2001, several major changes in the BPS degree program that affect the Computer Technology (CTEC) concentration and the Leadership/Management (LRSP) concentration were approved. These changes will go into effect beginning with the Fall 2002 semester. The total number of credits required for the program has **not** changed. *Students are strongly encouraged to meet with their advisors (see below) prior to the start of summer 2002 to discuss these changes in detail.*

|                                    |                 |
|------------------------------------|-----------------|
| CTEC and e-commerce                | Gail Brooks     |
| LRSP students with last name A - L | Pam Hopkins     |
| LRSP students with last name M - Z | Blair Staley    |
| General Education Requirements     | Advising Center |

## CORE REQUIREMENTS

The purpose of the core requirements (18 credits) is to provide adult students with individual and organizational problem-solving, decision-making and communication skills.

|            |   |
|------------|---|
| BPST 0301  | Professional Written Communications                               |
| BPST 0302  | Professional Oral Communications                                  |
| BPST 0304  | Professional Ethical and Legal Issues                             |
| BPST 0305A | Applied Research Methods  |
| BPST 0310  | Information Technology: Professional, Ethical and Security Issues |
| BPST 0450  | Technology, Innovation and Change                                 |

## Concentrations

### Leadership & Management

Prepares individuals for leadership and managerial positions in public and private organizations.

#### Required Courses

|           |   |
|-----------|---|
| LRSP 300A | Leadership: Theory and Practice             |
| LRSP 330  | Management and Organizational Behavior      |
| LRSP 340  | Financial Management for Managers           |
| LRSP 410  | Marketing: Research, Policies and Practices |
| LRSP 411  | Services Marketing and Management           |
| LRSP 420  | Quantitative Analysis for Decision Makers   |

LRSP 430 Human Resource Management  
LRSP 460 Leadership, Strategy and Policy

Related Elective Courses (two of the following)

- LRSP 310 Leadership, Intuition and Creativity
- LRSP 341 Managerial Accounting
- LRSP 350 Global Issues for the 21st Century
- LRSP 431 Employment Law
- LRSP 432 Managing a Diverse Workforce
- LRSP 450 Project Management
- LRSP 471 Special Topics
- LRSP 491 Directed Study

Additional Elective Courses  
12 semester credits

## **Computer Technology**

### **Required Courses**

- CTEC 300 Unix Applications and Introduction to the Internet
- CTEC 310 Object Oriented Programming with Data Structures
- CTEC 320 Visual Programming I
- CTEC 360 Digital Design and System Organization
- CTEC 400 Advanced Operating Systems and Concepts
- CTEC 410 Networking and Distributed Processing
- CTEC 420 Introduction to Expert Systems
- CTEC 430 Software Engineering

Related Elective Courses (two of the following)

- CTEC 321 Visual Programming II
- CTEC 330 CAD/CAM
- CTEC 350 Database Concepts
- CTEC 407 Information Security Essentials
- CTEC 411 Advanced HTML and Java Script Programming
- CTEC 412 Object Oriented Programming with Java
- CTEC 471 Special Topics
- CTEC 491 Directed Study

Additional Elective Courses  
12 semester credits

## **BPST Course Descriptions**

### **BPST 0301 Professional Written Communications (3 credits)**

Prerequisite: English Composition 101 or equivalent.

ATC Designation: Writing Intensive.

Students use text analysis to enhance skills in close reading and understanding of a variety of texts, including literature of the workplace, technical writing, manuscripts and drafts. By analyzing typical examples of writing in the workplace, students develop skills in understanding, editing, revising and creating appropriate written material in the work setting. Goals include: developing good writing habits, creating a clear style, effectively communicating in written forms, building and substantiating arguments, and facilitating and improving understanding and communication of written materials.

**BPST 0302 Professional Oral Communications**  
(3 credits)

ATC Designation: Speaking Intensive.

Students will study the impact of oral communication and will cultivate skills in active listening and appropriate and creative responses, including consideration of culture and audience. Areas of study include discourse analysis, oral and multimedia presentation techniques and critiques, and intra-and inter-cultural differences in communication.

**BPST 0304 Professional Ethical and Legal Issues**  
(3 credits)

Students will examine, analyze and explore principles of ethics. Topics include ethical and legal dilemmas and the exploration of cultural, linguistic, legal, and philosophical models that provide strategies for application in the global workplace.

**BPST 0305A Applied Research Methods (3 credits)**

Prerequisite: MATH 200 or equivalent, BPST 0301, BPST 0302.

ATC Designation: Writing Intensive.

This course provides students with an overview of the major research methods used to gather and analyze information that will be used to make organizational decisions. Topics covered include: traditional and electronic information sources, quantitative and qualitative research methods, program evaluation techniques, survey/questionnaire construction, focus group techniques, process analysis, cause and effect analysis, and statistical process control. Emphasis is on the practical application of research methods and statistical analysis.

**BPST 0310 Information Technology: Professional, Ethical and Security Issues (3 credits)**

This course overviews the pervasive impact that Information Technology has had on the current business environment, addresses the ethical dilemmas resulting from the presence of technology, and delineates security issues for both managers and information technology professionals.

**BPST 0450 Technology, Innovation and Change (3 credits)**

Prerequisite: Completion of all other core and concentration requirements.

ATC Designation: Speaking Intensive.

This capstone course integrates knowledge gained from core, concentration, and elective courses. Students undertake a major project that demonstrates their ability to apply acquired skills to significant practical organizational issues.

## **Leadership & Management** (30 semester credits)

### **Prerequisites**

Although not required to be completed prior to admission to the program, the Leadership and Management concentration has several prerequisite courses that must be completed prior to taking some courses in the degree program. These include: Accounting Principles (six semester credits); Microeconomics (three semester credits); and Statistics (three semester credits). The prerequisite courses may fulfill General Education or Elective requirements.

### **LRSP Course Descriptions**

**LRSP 0300A Leadership: Theory and Practice (3 credits)**

An introduction to historical and contemporary leadership theories, emphasizing current leadership issues and the role of leadership in transforming organizations to meet the needs of the 21st Century. Students will explore their leadership styles and team leadership abilities, managerial decision-making, and change management.

**LRSP 0310 Leadership, Intuition and Creativity (3 credits)**

Utilizing tools drawn from the arts, sciences, and social sciences, this course explores the methods and practices used by innovative and creative individuals to solve complex managerial and organizational problems.

**LRSP 0330 Management and Organizational Behavior (3 credits)**

This course emphasizes managing people, resources, relationships, groups, organizations, and change. Topics include principles of management, theories of organizational behavior, culture, motivation, group dynamics and team building, structure and design, change and development.

**LRSP 0340 Financial Management for Managers (3 credits)**

Prerequisite: BUAD 231 and 232 or equivalents

This course emphasizes the acquisition and application of practical financial management skills. Topics include the role and responsibility of financial management, structuring the financial management function, relationship between finance and other functional areas, and financial analysis tools.

**LRSP 0341 Managerial Accounting (3 credits)**

Prerequisite: BUAD 231 or equivalent

This course focuses on the collection, analysis, interpretation and application of accounting data used by managers to plan and control organizational operations. Topics include cost-volume-profit relationships, activity-based costing, operational and capital budgeting, and financial statement analysis.

**LRSP 0350 Global Issues for the 21st Century (3 credits)**

This course introduces students to the critical issues facing organizations resulting from globalization and operating across international boundaries. Topics include: international human resource issues, cross-cultural dynamics, financial, information, and other issues, such as ISO.

**LRSP 0410 Marketing: Research, Policies and Practices (3 credits)**

Prerequisite: ECON 202 or equivalent

This course explores the classical competitive factors of price, product, promotion and place as well as contemporary competitive factors of cost, quality, speed, innovation and customer service. Attention is also given to fundamental marketing research techniques and the importance of marketplace information to marketing practices.

**LRSP 0411 Services Marketing and Management (3 credits)**

Prerequisite: LRSP 0410.

This course focuses on service strategy, development of service systems, differentiating services from products, and the application of key marketing concepts to a variety of profit and nonprofit organizations.

**LRSP 0420 Quantitative Analysis for Decision Makers (3 credits)**

Prerequisite: MATH 200 or equivalent

Through cases, exercises, and simulations, students are introduced to many of the quantitative methods used for analyzing and solving business problems. Using personal computers, students employ linear programming, network and queuing theory, PERT/CPM, SPC and business simulations.

**LRSP 0430 Human Resource Management (3 credits)**

This course examines the fundamental principles and practices of human resource management, including recruiting, hiring, orienting, training, developing, disciplining, rewarding and recognizing employees. Current legal issues are presented and addressed from a practicing manager's perspective. The evolving strategic role of human resource professionals and HR practices are delineated and discussed.

*Credit is not given for both LRSP 430 and SHRM 430A.*

**LRSP 0431 Employment Law (3 credits)**

Prerequisite: LRSP 0430 or permission of Program Director.

This course presents the critical legal issues faced by human resource professionals and practicing managers, particularly in an increasingly litigious environment. Students research legal topics related to human resource functional areas and identify the implications for management and organizational practices.

**LRSP 0432 Managing a Diverse Workforce (3 credits)**

This course provides students with an overview of changing workforce demographics. Students examine issues such as race, gender, age, education, nationality, ethnicity, and their implications for organizational performance.

**LRSP 0450 Project Management (3 credits)**

Prerequisite: LRSP 0420.

This course provides an overview of project management: principles, methods, tools and techniques available to assist managers in planning, implementing and controlling projects. Practical projects and the implications for managers are addressed.

**LRSP 0460 Leadership, Strategy and Policy (3 credits)**

Prerequisite: LRSP 0300A, 0330, 0340, 0410 and 0420.

Through the use of computer-based simulations and case studies, students learn to make critical leadership decisions concerning organizational policy, competitive strategy, and operational tactics while addressing the business environment, ethical considerations and stakeholder issues.

**LRSP 0471 Special Topics (3 credits)**

Prerequisite: Topic dependent.

Selected topics will reflect faculty specialization or program needs. The purpose of this course is to provide opportunities for concentrated study or to equip students with specialized knowledge and competencies that will be required of leaders. Topics may include Managing Knowledge Work and Knowledge Workers, Team Leadership, Women's Leadership, Telecommuting, Compensation Management. May be repeated for credit with a change in topic.

**LRSP 0491 Directed Study (3 credits)**

Prerequisites: Senior standing and permission of Program Director.

This is an individual study under faculty direction on a topic of relevance to the LRSP concentration.

**Computer Technology**

**(30 semester credits)**

**Prerequisites**

Although not required to be completed prior to admission to the program, the Computer Technology concentration has several prerequisite courses that must be completed prior to taking some courses in the degree program. These include: Programming - exposure to a higher level programming language, specifically C or C++ (three semester credits); Precalculus (three semester credits); and Statistics (three semester credits). The prerequisite courses may fulfill General Education or Elective requirements.

**CTEC 0300 UNIX Applications and Introduction to the Internet (3 credits)**

Prerequisite: Completion of an operating systems course or current working knowledge of an operating system such as XENIX, Windows 95 or Windows NT. Experience with a high level language (C/C++) preferred.

This course covers fundamental and advanced concepts in the multi-user, multi-tasking operating system environment of UNIX. It also includes UNIX system administration, network support, a productive software development environment, and a rapidly expanding set of end-user applications. Additionally, students will learn to search the WWW and use HTML.

**CTEC 0310 Object-Oriented Programming with Data Structures (3 credits)**

Prerequisite: CTEC 0300, 3 credits of Pre-Calculus (or above) or equivalent and at least three hours of programming language C, C++ or Java (or equivalent). Students will be introduced to object-oriented programming (OOP) and the basic terminology of OOP, object-oriented design (OOD) and how to apply the OOP technique. This course provides additional C++ programming experience using common data structures such as records, files, stacks, queues, binary search trees, and a variety of linked lists.

**CTEC 0315 Web Design with Scripting (3 credits)**

Prerequisite: CTEC 0300

This course covers how to use the latest Web technologies to create a site for e-business. Through demonstrations and discussions, students become familiar with popular scripting languages such as VBScript, Javascript, and Perl. Students are exposed to sample software solutions in order to gain an understanding of what tools, code, and designs work best to solve e-business programs, enhance workflow, and meet e-business requirements. The entire process of creating a fully functional website is taught, including instruction on obtaining and installing the tools, creating the graphics, designing and developing webpages and their elements, coding the applications and publishing to the Web. The course is intended for students with a previous course in programming. It covers object-oriented methods, graphical user interfaces, and even-driven programming using current scripting languages.

**CTEC 0320 Visual Programming I (3 credits)**

Prerequisite: CTEC 0310 or permission of Program Director.

Students write programs from stated problems or specifications, applying structured programming methods to produce required results. Commercial tools, such as Visual C++ or Visual Basic, are used to teach students to modify and maintain existing programs as well as to develop, configure and implement graphical user interfaces.

**CTEC 0321 Visual Programming II (3 credits)**

Prerequisite: CTEC 0300, CTEC 0310 and CTEC 0320.

This course is a continuation of Visual Programming I with emphasis on Visual C++ programming concepts. Topics will include hardware/software interfaces, interrupt structures, and real-time event handlers.

**CTEC 0330 CAD/CAM (3 credits)**

Prerequisite: CTEC 0320 or permission of Program Director.

This course provides an overview of Computer Assisted Design (CAD) and Computer Assisted Manufacturing (CAM) integration and applications. Topics will include a history of CAD/CAM, drawing exchange standards (IGES, etc.), manufacturing communications protocols (MAP, APT, CLF, etc.), and numerically controlled machines, such as lathes and robots. Students will observe demonstrations of CAD/CAM, and will perform class exercises using computer-based drawing tools.

**CTEC 0350 Database Concepts (3 credits)**

Prerequisite: CTEC 0310.

This course introduces database principles, including the evolution of database management, data modeling, the evaluation, selection, implementation, and use of Database Management System software. Students will experiment with current PC-based database packages.

**CTEC 0360 Digital Design and System Organization**

**(3 credits)**

Prerequisite: CTEC 0300 and either Pre-Calculus (or higher) or Discrete Structures.

Students are introduced to computer hardware components and their synthesis into architectures ranging from the von Nuemann model to contemporary parallel processors. Special emphasis is placed on control and synchronization of components. Topics include the architecture of peripheral devices, instruction sets, addressing schemes, and the internal representation and manipulation of data. The differences between machine and assembly languages are contrasted.

**CTEC 0400 Advanced Operating Systems and Concepts (3 credits)**

Prerequisite: CTEC 0360.

This course explores the latest developments in both non-distributed and distributed operating systems. Topics include file systems, memory management, scheduling, failure, recovery, and fault-tolerance. Theoretical aspects addressed are event ordering, mutual exclusion, deadlock detection, process synchronization, security, and cryptography.

**CTEC 0407 Information Security Essentials**

**(3 credits)**

This course covers three major areas of information security: intrusion detection, security tools, and information warfare.

**CTEC 0410 Network and Distributed Processing (3 credits)**

Prerequisite: CTEC 0300.

This course provides a survey of networking technologies. It includes a review of the ISO reference model and introduction to widely used protocols. Particular emphasis is given to Ethernet, FDDI, X.25, ATM, the Internet protocols, OSI, DECnet, and Novell protocols. The course concludes with a discussion of network operating systems (e.g., Novell), distributed file systems (e.g., NFS), and distributed processing (e.g., remote procedure calls).

**CTEC 0411 Advanced HTML and Java Script Programming (3 credits)**

Prerequisite: CTEC 0310.

This course includes the design and development of web pages using Java Script, URLs, formatting text (including pictures, sound and custom designed media), creating tables, and creating forms.

**CTEC 0412 Object Oriented Programming with Java (3 credits)**

Prerequisite: CTEC 0310.

This course addresses applications and applets, methods, variable types and declarations. Additional topics include control structures, objects and classes, arrays and strings, and class inheritance. Students gain experience in graphics programming with Abstract Window Toolkit (AWT), creating user interfaces, handling exceptions, and addressing input and output as well as multimedia issues.

**CTEC 0420 Introduction to Expert Systems (3 credits)**

Prerequisite: CTEC 0300 or permission of Program Director.

This course introduces expert system design and development. Students examine the present and potential applications of expert systems and issues relating to knowledge acquisition and knowledge engineering. Students will build an expert system using a commercially available software package.

**CTEC 0430 Software Engineering (3 credits)**

Prerequisite: CTEC 0310 and 3 credits of statistics or equivalent.

This course covers methods for the analysis, design, and implementation of a software system. Topics include decomposition of modules, style, and debugging, methods for managing the software life cycle, cost estimating, scheduling, and human factors engineering. Various software systems, such as Computer-Assisted Software Engineering (CASE) tools, are addressed.

**CTEC 0471 Special Topics (3 credits)**

Prerequisite: Topic dependent.

Selected topics that reflect faculty specialization or program needs. Topics may include simulation techniques, parallel processing, and artificial intelligence. May be repeated for credit with a change in topic.

**CTEC 0491 Directed Study (1-3 credits)**

Prerequisites: Senior standing and permission of Program Director.

This is an individual study under faculty direction on a topic of relevance to the CTEC concentration.

## **Graduate Degree Programs**

### **MASTER OF ARTS IN LIBERAL STUDIES**

The Master of Arts in Liberal Studies (MALS) program is specifically designed for area adults who wish to pursue a part-time graduate degree. It is a generalist rather than a professional program, with courses designed around central texts, ideas, movements, and problems in Western civilization. Many of the courses are interdisciplinary and the faculty is drawn from many departments. With the permission of the Dean of Graduate and Professional Studies and the instructor, advanced undergraduates may take selected MALS courses for undergraduate credit.

In the required course, Ideas and Movements of the Western World, and in specially designed colloquia, students investigate complex problems, both historical and contemporary, under the leadership of professors from different disciplines.

In elective courses, the program allows some specialization and allows students to pursue individual interests. Electives may be courses in a variety of disciplines or may focus on a single area, such as Leadership and Management. In the creative or investigative project completed toward the end of the program, students may pursue any approved worthwhile project appropriate to the faculty, library, and laboratory resources of the College.

To graduate, students must have a "B" (3.0) GPA with no more than three grades of C. Any student falling below a 2.0 cumulative GPA is subject to dismissal.

The Master of Arts in Liberal Studies degree is aimed particularly at mature students. Since the College assumes that most students will have career and family obligations, classes are generally held in the evenings.

#### **Transfer Credit**

Students with appropriate graduate credit earned elsewhere may transfer up to six credits as electives. Students with credit earned in a graduate liberal studies program having parallel requirements may transfer, with approval, an additional six hours of appropriate credit. The Dean of Graduate and Professional Studies must approve all transfer credits. No more than a total of twelve semester credits may come from transfer credit, independent study, and undergraduate courses taken for graduate credit.

The Master of Arts in Liberal Studies program is open only to persons admitted as of June 1, 2001. The MALS degree program will be phased out by May 2004, by which time all officially matriculated students of record will have been afforded an opportunity to complete their requirements and receive their degrees. The JMC Advising Center will work with students to plan for completion of the MALS degree. It is especially important to know that two of the required courses will be offered for the last time in the 2001-2002 academic year. MALS 511 will be offered for the last time in Fall 2001; MALS 512 for the last time in Spring 2002. For further information, students may contact the Advising Center.

#### **MALS Degree Requirements**

Thirty (30) credits including MALS 511 and 512; two colloquia (MALS 520, 521, 522, 525, 526, 527, 528, 529, or 530, or specifically designated 570 courses); five elective courses; and MALS 590.

#### **MALS Course Descriptions**

##### **MALS 511, 512 Ideas and Movements of the Western World I, II (3 credits)**

A broad view of the assumptions, ideas, and movements that have made Western civilization; courses are interdisciplinary and explore major human achievements in a chronological perspective. Courses must be taken in sequence.

##### **MALS 520 Aging in Modern America (3 credits)**

Prerequisite: MALS 511 and 512 or comparable interdisciplinary experience. An investigation of aging in America from the viewpoints of the scientist, the social scientist, and the humanist. The course asks how old age can be defined, what is known and understood about the process of aging, and where the aged belong in the family and society.

##### **MALS 521 Language Acquisition: Linguistic and Educational Perspectives (3 credits)**

Prerequisite: MALS 511 and 512 or comparable interdisciplinary experience. Topics range from the innate mechanisms of language learning to theory of language production and reception and learning in structured situations.

##### **MALS 525 Introduction to Creativity (3 credits)**

Prerequisite: MALS 511 and 512 or comparable interdisciplinary experience. An examination of creativity and the creative process. Students study creative breakthroughs, experiment with systems for developing creativity, and participate in projects designed to practice creative problem-solving.

##### **MALS 526 The Global Ocean: Economic and Environmental Perspectives (3 credits)**

Prerequisite: MALS 511 and 512 or comparable interdisciplinary experience. An exploration of the current state and

the future of the world's oceans designed for the layman. Covers such topics as coral reefs, polar oceans, coastal ecosystems, and marine environmental law.

**MALS 528 Racial and Cultural Identity in Non-Western Contexts (3 credits)**

Prerequisites: MALS 511 and 512 or comparable interdisciplinary experience. This course grows out of the modern pre-occupation with self-identity. It emphasizes the socio-historical approach to identity formation. It focuses on how non-Western individuals have creatively responded to identities formed by both Western education and traditional socialization.

**MALS 530 Mind, Moment, and Machine: The Relationship of Science and Technology to the Literary Arts (3 credits)**

Prerequisites: MALS 511 and 512 or comparable interdisciplinary experience. This colloquium explores how advances in the history of science and technology directly and indirectly impact the literary and philosophical imagination, creativity, and invention. Using the theories of the physical sciences as they were developed from the pre-Socratics forward to quantum mechanics, this course illustrates how the connections among science, natural philosophy, and literary texts develop in both fiction and film.

**MALS 540 Forgery and History (3 credits)**

A chronological study of how forgery provides a key to a period's notion of truth, fact, reality, literacy, and myth. Strict attention is given to how forgery changes over time.

**MALS 551 The Scope of Cervantes and His Works (3 credits)**

An intensive study of Cervantes' masterpiece *Don Quixote* as a literary landmark in the development of the modern novel and as a socio-historical document of sixteenth-century Spain. Emphasis is given to Renaissance ideas and the realist vision of the Spanish Golden Era as *una edad conflictiva*.

**MALS 553 Historical Themes and Problems in Early Modern Europe (3 credits)**

An examination of major historical themes and historiographical controversies from the period 1559–1798 in European history. Topics include the debate on social class in Tudor and Stuart England, "The Becker Thesis," and continuity and change in the Enlightenment.

**MALS 556 Contemporary Dynamics in World Politics (3 credits)**

An in-depth study of the volatile and evolving contemporary international systems, forces, and challenges generated by the major participants in world politics, including the United States, Russia, China, and Third World countries.

**MALS 557 English Prose Style: History, Principles, and Practice (3 credits)**

Designed to develop an appreciation for and greater competence in English "plain style." The course investigates past practice, studies current issues, and provides for individual writing.

**MALS 558 Marine Ecology (4 credits)**

Prerequisites: Biology 121–122 or the equivalent, one year of college chemistry, invertebrate zoology, and one course in ecology. An introduction to biological, chemical, and physical aspects of various marine ecosystems. Field collecting and trips. Summer only.

**MALS 560 The Character of Physical Law (3 credits)**

Prerequisite: at least one college physical science course. A non-mathematical survey of important developments in physical science for the generalist. Topics: origins and nature of science, classical physics, science and technology, the relativistic revolution, the quantum revolution, physical cosmology, birth and death of stars, the origin of life, epistemology.

**MALS 561 Continuity & Change in Human Behavior During the Life Cycle (3 credits)**

Prerequisite: general college psychology or the equivalent. An examination of behavior, cognition, and personality as they change during the life cycle. Topics: classical and current theory, current empirical research, study of unanswered questions.

**MALS 562 Chaucer and Boccaccio: The Art of the Courtly Poet (3 credits)**

**Prerequisite:** MALS 511 or permission of instructor. A study of the development of courtly poetry in England with special reference to the influence of Boccaccian texts on Chaucer. Traces the development in England of such genres as the epic and romance as defined by the literary code of courtly convention developed on the Continent.

**MALS 563 Dante's Divine Comedy (3 credits)**

A study of the Divine Comedy (in translation) as a literary landmark and historical document, emphasizing medieval structure and innovative realism.

**MALS 565 U. S. National Security: Policies and Processes (3 credits)**

An evaluation of domestic and international factors bearing on the design and implementation of U.S. national security policies. Topics: strategic doctrine, key policy makers and institutions, projected national security problems and prospects.

**MALS 568 Virgil and Milton (3 credits)**

**Prerequisite:** MALS 511. The course teaches students how to read two of the greatest poets in Western culture. It also illustrates the fact that for great writers literature is a system of inspirational conventions that transcend the minutiae of local times, native languages, and trivial originality.

**MALS 569 Contemporary Problems of the Third World (3 credits)**

An in-depth exploration of the historical, economic, and political factors which give rise to the Nationalist Revolution; examines in the Middle East and South Asia major political and economic problems common to Third World nations; and considers the impact of the Third World on world politics.

**MALS 570 Special Topics (3 credits)**

These topical courses—often for special occasions or audiences—cover such topics as the Vietnam war through film and literature, apartheid, professional writing and American art history.

**MALS 573 Professional Ethics (3 credits)**

The course objective is to make student professionals better able to deal productively with professionals in other fields. Concepts covered include paternalism, the place of utilitarian considerations, and the role of principles in making moral and professional decisions.

**MALS 574 America's Revolutionary Generation: From Colonial Status to Independent Nation (3 credits)**

A study of the generation that initiated separation from Great Britain and created the American republic and the Constitution. Emphasis on social history and biography within the context of political thought and events.

**MALS 576 Understanding Shakespeare (3 credits)**

This course explores a sampling of Shakespeare's plays with particular attention to how he tells stories within the constraints of the theater. Frequent comparisons to sources, contemporaries, and modern playwrights.

**MALS 578 The Great American Novel (3 credits)**

This course explores the concept of "the great American novel." It examines the mythology that lies behind the concept, gender issues related to it, and eight to ten novels considered contenders for the crown.

**MALS 590 Individual Project (3 credits)**

**Prerequisite:** 21 hours of MALS course-work. A creative or investigative project proposed by the student, approved by the MALS faculty, and guided by a member of the graduate faculty.

**MALS 591, 592 Individual Research (3 credits)**

Individual study under the direction of a member of the MALS faculty. Requires the approval of the MALS chair.

## **THE MASTER OF EDUCATION PROGRAM**

The Post Baccalaureate Initial Teacher Licensure Program with an M.Ed. Option  
The M.Ed. for Professional Development and Added Teaching Endorsement

There are two tracks in the Master of Education (M.Ed.) program: Track I, the post baccalaureate initial teacher licensure program with an M.Ed. option, and Track II, the M.Ed. for practicing teachers who already possess initial licensure and are seeking professional development, license renewal, or an added teaching endorsement. The M.Ed. program is designed to be broad in scope and flexible enough to meet the needs of adult learners, with courses offered in the evenings. Because of state regulations and constant changes in teacher training, M.Ed. degrees should be completed within four years of formal admission to the program. If a student finds that he/she cannot complete the degree in four years, special dispensation must be formally applied for by contacting the JMC Education Program Director.

### **TRACK I: THE INITIAL TEACHER LICENSURE PROGRAM WITH AN M.ED. OPTION**

The Post Baccalaureate Initial Teacher Licensure Program is designed for adults who have earned a Bachelor's degree, have some professional work experience, and want to obtain teaching credentials. Candidates with at least three years of career experience may elect to pursue initial licensure only or take additional courses to complete the requirements for the M.Ed. degree. Candidates who have completed the bachelor's degree in the past 12 months or do not have three years of work experience must complete the M.Ed. option as well as the initial licensure program.

The program has three components: endorsement requirements, professional studies requirements, and M.Ed. degree completion requirements.

Endorsement requirements are typically met prior to enrollment in the program. For example, someone who wishes to teach mathematics should either have the equivalent of a mathematics major in coursework and/or experience or be prepared to make up the coursework deficiencies. The two exceptions to this model are English as a Second Language and Special Education. Graduate-level coursework is available as a part of the program to fulfill those endorsement requirements.

#### **Professional Studies credit requirements for the initial teacher licensure programs**

| Program Semester Credits Required | Elementary Education 31 | Middle Education 31 | Secondary Education 27 | PreK-12 Education 27 | PreK-12 Special Education 31 |
|-----------------------------------|-------------------------|---------------------|------------------------|----------------------|------------------------------|
|                                   |                         |                     |                        |                      |                              |

Full-time participants in this program (with the exception of ESL and special education endorsements) can typically complete initial licensure coursework in a year and a half. The additional 15 semester credits to complete the M.Ed. option could be completed in an additional semester or two, if courses are taken along with initial licensure coursework. Part-time students may typically take three or more years to complete licensure requirements.

Field mentorship (student teaching), required for all students in Track I, is a 14-week field-based teaching experience in the appropriate grade level or subject area. It can be completed in a single semester or in two 7-week sessions that span two semesters. Self-analysis and reflection on planned and implemented instruction and frequent conferences with the mentor teacher and JMC supervisor are prominent aspects of the experience. Prospective teachers will also meet as a group throughout the experience for seminars and workshops.

#### **Initial Teacher Licensure Programs**

- Elementary Education (preK-6)
- Middle Education (6-8)
- Secondary Education (6-12)

Computer Science  
English  
History and Social Science  
Geography  
Government  
History  
Mathematics  
Science  
Biology  
Chemistry  
Earth Science  
Physics  
Vocational Education  
Business Education  
Marketing Education  
PreK-12 Endorsements  
Art  
English as Second Language  
Foreign Language  
French  
German  
Spanish  
Latin  
Special Education (ED/LD/MR)  
Music  
Vocal/Choral  
Instrumental

### **Major Course of Study: Elementary Education Endorsement**

Candidates for licensure in this program should possess a Bachelor's degree with either a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below (or equivalent courses verified by a program advisor) and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content fields (English, mathematics, history and social science, and science). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

#### Professional Studies Courses (31 semester credits)

The following professional studies courses (or their equivalents) are required of all candidates in the Elementary Education Program:

ITEC 501 Instructional Technologies (3 semester credits)  
EDCI 500 Teaching and the Development of the Learner (3 semester credits)  
EDCI 502 Educational Goals and Practices I: Elementary (3 semester credits)  
EDCI 503 Practicum in Goals and Practices I: Elementary (1 semester credit)  
EDCI 504 Educational Goals and Practices II: Elementary (3 semester credits)  
EDCI 505 Practicum in Goals and Practices II: Elementary (1 semester credit)  
EDCI 506 Foundations of American Education (3 semester credits)  
EDCI 507 Early Literacy Development (3 semester credits)  
EDCI 508 Practicum in Early Literacy Development (1 semester credit)  
EDCI 509 Language and Literacy Development (3 semester credits)  
EDCI 510 Practicum in Language and Literacy Development (1 semester credit)  
EDCI 550 Field Mentorship (6 semester credits)

### **Major Course of Study: Middle Education Endorsement**

Candidates for licensure in this program should possess a Bachelor's degree with a major in the liberal arts or sciences or the equivalent in training and experience. They must complete the professional studies course requirements listed below (or equivalent courses verified by a program advisor) and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and content fields (the equivalent of 21 semester credits each in two of the following areas of concentration: English, mathematics, science, and history/social sciences). Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

#### **Professional Studies Courses (31 semester credits)**

The following professional studies courses (or their equivalents) are required of all candidates in the Middle Education Program:

- ITEC 501 Instructional Technologies (3 semester credits)
- EDCI 500 Teaching and the Development of the Learner (3 semester credits)
- EDCI 506 Foundations of American Education (3 semester credits)
- EDCI 509 Language and Literacy Development (3 semester credits)
- EDCI 510 Practicum in Language and Literacy Development (1 semester credits)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 semester credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 semester credits)
- EDCI 513 Educational Goals and Practices: Middle School (3 semester credits)
- EDCI 514 Practicum in Goals and Practices: Middle School (1 semester credits)
- EDCI 515 Literacy and Language Across the Curriculum (3 semester credits)
- EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 semester credit)
- EDCI 550 Field Mentorship (6 semester credits)

### **Major Course of Study: Secondary Education Endorsements**

Candidates for licensure in this program should possess a Bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought (e.g. a major in English if they wish to teach English). They must complete the professional studies course requirements listed below (or equivalent courses verified by a program advisor) and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and endorsement subject area. Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. Candidates must be proficient in all competencies to be recommended for licensure.

#### **Professional Studies Courses (27 semester credits)**

The following professional studies courses (or their equivalents) are required of all candidates in the Secondary Education Program:

- ITEC 501 Instructional Technologies (3 semester credits)
- EDCI 500 Teaching and the Development of the Learner (3 semester credits)
- EDCI 506 Foundations of American Education (3 semester credits)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 semester credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 semester credit)
- EDCI 515 Literacy and Language Across the Curriculum (3 semester credits)
- EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 semester credit)
- EDCI 517 Educational Goals and Practices: Secondary School (3 semester credits)
- EDCI 518 Practicum in Goals and Practices: Secondary School (1 semester credit)
- EDCI 550 Field Mentorship (6 semester credits)

### **Major Course of Study: PreK-12 Education Endorsements (excluding Special Education)**

Candidates for licensure in this program should possess a Bachelor's degree with a major, or the equivalent of a major in training and experience, in the endorsement sought (e.g. a major in art if they wish to teach art). They must complete the professional studies course requirements listed below (or equivalent courses verified by a program advisor) and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and endorsement subject area. Transcript review, portfolio, PRAXIS II scores, and other forms of assessment may determine proficiency in these competencies. English as a Second Language endorsement coursework is offered at the Center (see below). Candidates must be proficient in all competencies to be recommended for licensure.

#### Professional Studies Courses (27 semester credits)

The following professional studies courses (or their equivalents) are required of all candidates in the PreK-12 Education Program:

- ITEC 501 Instructional Technologies (3 semester credits)
- EDCI 500 Teaching and the Development of the Learner (3 semester credits)
- EDCI 502 Educational Goals and Practices I: Elementary School (3 semester credits)
- EDCI 503 Practicum in Goals and Practices I: Elementary School (1 semester credit)
- EDCI 506 Foundations of American Education (3 semester credits)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 semester credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 semester credit)
- EDCI 515 Literacy and Language Across the Curriculum (3 semester credits)
- EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 semester credit)
- EDCI 550 Field Mentorship (6 semester credits)

#### English as a Second Language

In addition to the 27 semester hours of professional studies coursework, the following endorsement courses are required of all candidates seeking ESL endorsement (15 semester hours):

- (Prerequisite: Six semester hours in a modern foreign language.)
- TESL 500 Introduction to Linguistics (3 semester hours)
- TESL 511 Pedagogical and Descriptive Grammar of Modern English (3 semester hours)
- TESL 512 Second Language Learning (3 semester hours)
- TESL 514 Cross-Cultural Education (3 semester hours)
- TESL 530 TESL Methodology (3 semester hours)

#### Major Course of Study: PreK-12 Special Education Endorsement (ED, LD, MR)

Candidates for licensure in this program must possess a Bachelor's degree and complete the endorsement requirements for emotional disturbance, learning disabilities, and mental retardation. They must complete the professional studies and endorsement course requirements listed below (or equivalent courses verified by a program advisor) and demonstrate the competencies exhibited by skillful teachers and those required for Virginia licensure in both professional studies and endorsement area. Candidates must be proficient in all competencies to be recommended for licensure.

The following professional studies courses (or their equivalents) are required of all candidates in the PreK-12 Special Education Program (31 semester hours):

- ITEC 501 Instructional Technologies (3 semester credits)
- EDCI 500 Teaching and the Development of the Learner (3 semester credits)
- EDCI 506 Foundations of American Education (3 semester credits)
- EDCI 507 Early Literacy Development (3 semester credits)
- EDCI 508 Practicum in Early Literacy Development (1 semester credit)
- EDCI 511 Educational Goals and Practices: Middle or Secondary (3 semester credits)
- EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 semester credit)
- EDSE 519 General and Special Education Goals and Practices: Elementary (3 semester credits)
- EDSE 520 Practicum in Special Education: Elementary (1 semester credit)
- EDSE 521 Development and Diagnosis of Language and Literacy for Special Populations

(3 semester credits)  
EDSE 522 Practicum in Language and Literacy for Special Populations (1 semester credits)  
EDCI 550 Field Mentorship (6 semester credits)

In addition, these endorsement courses (or their equivalents) must be completed (18 semester hours):  
EDSE 530 Characteristics of Students with Disabilities: ED, LD, MR (3 semester credits)  
EDSE 532 Current Trends and Legal Issues in Special Education (3 semester credits)  
EDSE 533 Positive Approaches to Behavior Management (3 semester credits)  
EDSE 534 Psychoeducational Assessment and Instructional Planning: ED, LD, MR (3 semester credits)  
EDSE 535 Collaborative Consultation and Life Planning (3 semester credits)  
EDSE 536 Goals and Practices for Students with Mental Retardation (3 semester credits)  
To fulfill the M.Ed. degree requirements, EDCI 590 Individual Research (3 semester credits) must be completed.

#### **Completing the M.Ed. Option (15 semester credits)**

The following courses (or their equivalents) beyond the initial licensure professional studies coursework are required of all candidates for the Master of Education Degree:

##### *Required courses:*

EDSE 530 Characteristics of Students with Disabilities (3 semester credits)<sup>1</sup>  
EDSE 532 Current Trends and Legal Issues in Special Education (3 semester credits)<sup>1</sup>  
EDCI 590 Individual Research (3 semester credits)

<sup>1</sup>Candidates seeking ESL endorsement can substitute ESL courses.

##### *Select two of the following courses (or related courses with advisor approval):*

EDCI 540 Characteristics and Education of Gifted Students (3 semester credits)  
EDCI 546 Evaluation for Instructional Improvement (3 semester credits)  
TESL 514 Cross-Cultural Education (3 semester credits)  
ITEC 545 Leadership in Educational Technology (3 semester credits)

#### **TRACK II: THE M.ED. FOR PROFESSIONAL DEVELOPMENT OR ADDED ENDORSEMENT**

The Master of Education Degree is also offered for practicing teachers who already possess initial licensure and seek professional development, license renewal, or an added teaching endorsement. Candidates for the M.Ed. will take nine semester credits of required coursework, as well as the courses required for a 27 credit core specialization, for a total of 36 semester credits to complete the program. All core programs will support the work of the classroom teacher; some will lead to an additional endorsement.

It may be possible for full-time participants in the M.Ed. program to complete the degree in a year and a half. Part-time students may typically take three or more years to complete the degree requirements.

##### **Core Programs:**

English as a Second Language (fulfills endorsement requirements)  
Diverse Student Populations (can fulfill gifted education endorsement requirements)  
Special Education (can fulfill ED/LD and MR endorsement requirements)  
(Other core programs will be studied for future implementation, e.g., Administration and Supervision, Library Media, Instructional Technology.)

##### **Required of All Programs (9 semester credits):**

ITEC 545 Leadership in Educational Technology (3 semester credits)  
EDCI 546 Evaluation for Instructional Improvement (3 semester credits)  
EDCI 590 Individual Research (3 semester credits)

##### **ESL Core Requirements (27 semester credits):**

(Prerequisite: Six semester credits in a modern foreign language.)

*Required courses (18 semester credits)*

EDCI 515 Language and Literacy Across the Curriculum (3 semester credits)

TESL 500 Introduction to English Linguistics (3 semester credits)

TESL 511 Pedagogical and Descriptive Grammar of Modern English (3 semester credits)

TESL 512 Second Language Acquisition (3 semester credits)

TESL 514 Cross-Cultural Education (3 semester credits)

TESL 530 TESL Methodology (3 semester credits)

*Elective courses (9 semester credits; select three, or related courses with advisor approval)*

TESL 501 Introduction to Psycholinguistics (3 semester credits)

TESL 502 Sociolinguistics and Cross-Cultural Communication (3 semester credits)

TESL 510 Applied English Phonetics and Phonology (3 semester credits)

TESL 513 Special Topics in Linguistics and Language Learning (3 semester credits)

**Diverse Student Populations Core Requirements (27 semester credits):**

(Designed to enhance the skills of the classroom practitioner in meeting the needs of diverse student populations. Students can elect to pursue gifted education endorsement.)

*Required courses (12 semester credits)*

TESL 514 Cross-Cultural Education (3 semester credits)

EDSE 530 Characteristics of Students with Disabilities ED, LD, MR (3 semester credits)

EDSE 532 Current Trends and Legal Issues in Special Education (3 semester credits)

EDCI 540 Characteristics and Education of Gifted Students (3 semester credits)

*Elective courses (15 semester credits)*

Courses selected from other programs (ESL, gifted education, and special education courses, or an appropriate literacy course from the initial licensure program) with approval of advisor. May be designed to fulfill gifted endorsement requirements, as follows:

EDCI 541 Identification and Assessment of Gifted Students (3 semester credits)

EDCI 542 Teaching Gifted Learners (3 semester credits)

EDCI 543 Differentiated Curriculum for the Gifted (3 semester credits)

EDCI 551 Field Internship (3 semester credits)

**Special Education Core Requirements (27-33 semester credits)**

(Will fulfill ED/LD and possibly MR endorsement requirements.)

*Required courses (27 semester credits)*

EDCI 511 Educational Goals and Practices: Middle or Secondary (3 semester credits)

EDSE 519 General and Special Educational Goals and Practices: Elementary (3 semester credits)

EDSE 521 Development and Diagnosis of Language and Literacy for Special Populations (3 semester credits)

EDSE 530 Characteristics of Students with Disabilities: ED, LD, MR (3 semester credits)

EDSE 532 Current Trends and Legal Issues in Special Education (3 semester credits)

EDSE 533 Positive Approaches to Behavior Management (3 semester credits)

EDSE 534 Psychoeducational Assessment and Instructional (3 semester credits)

EDSE 535 Collaborative Consultation and Life Planning (3 semester credits)

ESCI 551 Field Internship (3 semester credits)

*Elective courses to add MR endorsement (6 semester credits):*

EDSE 536 Goals and Practices for Students with Mental Retardation (3 semester credits)

EDCI 551 Field Internship (3 semester credits)

**M.Ed. Course Descriptions**

*Curriculum and Instruction*

**EDCI 500 Teaching and the Development of the Learner (3 credits)**

This course provides the teacher candidate with an orientation to the program, teaching, and the growth and development of the learner. The course introduces the knowledge, skills, and attitudes requisite to competent teaching that must be demonstrated by the candidate to successfully complete the program. Required performance-

based standards in planning, instruction, classroom environment, communication, and professionalism, as well as key indicators and evaluation instruments used to assess these standards, will be presented. The teacher candidate should self-monitor his/her professional development throughout the program. Virginia Standards of Learning in subject areas and technology are introduced. The range of human development through adolescence, including intellectual, social, and personal aspects, and its impact on instructional practices and decisions are examined.

**EDCI 502 Educational Goals and Practices I: Elementary (3 credits)**

Prerequisite or corequisite: EDCI 500; Corequisite EDCI 503 or approval of program advisor.

This course focuses on the application of teaching and learning models in the elementary classroom in the areas of history and social sciences, humanities, and fine arts curricula, instruction, and technologies. Virginia Standards of Learning in elementary history and social science and technology are emphasized. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

**EDCI 503 Practicum in Goals and Practices I: Elementary (1 credit)**

Corequisite: EDCI 502 or approval of program advisor.

This practicum provides the prospective teacher with experience in history and social sciences, humanities, and fine arts instruction and assessment and evaluation strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and focus on assessing and evaluating learning.

**EDCI 504 Educational Goals and Practices II: Elementary (3 credits)**

Prerequisite or corequisite: EDCI 500; Corequisite: EDCI 505 or approval of program advisor.

This course focuses on the application of teaching and learning models in the elementary classroom in the areas of science and mathematics curricula, instruction, and technologies. Virginia Standards of Learning in elementary mathematics, science, and technology are emphasized. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and classroom management systems.

**EDCI 505 Practicum in Goals and Practices II: Elementary (1 credit)**

Corequisite: EDCI 504 or approval of program advisor.

This practicum provides the prospective teacher with experience in science and mathematics instruction and classroom management strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and learn from the host teacher's classroom management plan.

**EDCI 506 Foundations of American Education (3 credits)**

Prerequisite or corequisite: EDCI 500.

This course introduces the prospective teacher to the issues and challenges of schooling in the United States. Although historical and philosophical contexts are addressed, contemporary political, sociological, and economic issues are emphasized. Teaching is viewed in the context of the culture of schools and the influences that shape it. The legal rights and responsibilities of teachers and students, diverse learner populations, and school and community involvement are specific topics addressed in the course.

**EDCI 507 Early Literacy Development (3 credits)**

Prerequisite or corequisite: EDCI 500; Corequisite: EDCI 508 or approval of program advisor.

This course focuses on instruction based on knowledge of language acquisition that promotes young children's literacy development. Emphasis is placed on current theories, models, and methods of teaching and learning language processes. Virginia Standards of Learning in elementary English and technology are addressed. Course topics include phonemic awareness, word study curriculum, comprehending, writing process, literature-based and curriculum integration approaches, assessment and evaluation of learning, and classroom organization.

**EDCI 508 Practicum in Early Literacy Development (1 credit)**

Corequisite: EDCI 507 or approval of program advisor.

This practicum allows the prospective teacher to experience early literacy development in a classroom setting and to apply appropriate strategies and techniques, materials and technologies, and organizational patterns to this context.

**EDCI 509 Language and Literacy Development (3 credits)**

Prerequisite or corequisite: EDCI 500; Corequisite: EDCI 510 or approval of program advisor.

This course focuses on promoting the intermediate learner's literacy development. Emphasis will be placed on current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking. Specific topics addressed include word study curriculum, comprehending, writing process, literature-based and curriculum integration approaches, diagnostic and developmental assessments and evaluation, and classroom organization.

**EDCI 510 Practicum in Language and Literacy Development (1 credit)**

Corequisite: EDCI 509 or approval of program advisor.

This practicum allows the prospective teacher to experience literacy and communication development in a classroom setting and to apply appropriate strategies and techniques, materials and technologies, and organizational patterns to this context.

**EDCI 511 Educational Goals and Practices: Middle or Secondary (3 credits)**

Prerequisite or corequisite: EDCI 500; Corequisite: EDCI 512 or approval of program advisor.

This course focuses on the application of curriculum through teaching and learning models for middle and secondary school classrooms. Lesson planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course, co-taught by lead teachers in the specific subject disciplines, allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and classroom management systems.

**EDCI 512 Practicum in Goals and Practices: Middle or Secondary (1 credit)**

Corequisite: EDCI 511 or approval of program advisor.

This practicum provides the prospective teacher with experience in secondary or middle school curriculum and instruction and classroom management strategies. The prospective teacher should design and implement lesson plans, especially using instructional technology when possible, and learn from the host teacher's classroom management plan.

**EDCI 513 Educational Goals and Practices: Middle School (3 credits)**

Prerequisite or corequisite: EDCI 500; Corequisite EDCI 514 or approval of program advisor.

This course focuses on the application of teaching and learning models in the middle school classroom for the subject area endorsements sought. Unit planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

**EDCI 514 Practicum in Goals and Practices: Middle School (1 credit)**

Corequisite: EDCI 513 or approval of program advisor.

This practicum provides the prospective teacher with experience in middle school instruction and assessment and evaluation strategies. The prospective teacher should design a unit and implement lesson plans from it, using instructional technology when possible and focusing on assessing and evaluating learning.

**EDCI 515 Literacy and Language Across the Curriculum (3 credits)**

Prerequisite: EDCI 500; Corequisite: EDCI 516 or approval of program advisor.

This course explores a variety of methods and strategies that promote learning in the content area classroom through reading, writing, and speaking. Specific topics addressed include utilizing a variety of materials (e.g., textbooks, trade books, electronic texts), comprehending and questioning, scaffolding instruction for diverse learners, building vocabulary, writing and talking to learn, developing study guides and strategies, and assessing and evaluating literacy and learning.

**EDCI 516 Practicum in Literacy and Language Across the Curriculum (1 credit)**

Corequisite: EDCI 515 or approval of program advisor.

This practicum requires the assessment of student literacy needs in a content area classroom and the application of appropriate strategies, materials, and technologies to assist students in becoming competent with learning strategies.

**EDCI 517 Educational Goals and Practices: Secondary School (3 credits)**

Prerequisite or corequisite: EDCI 500; Corequisite EDCI 518 or approval of program advisor.

This course focuses on the application of teaching and learning models in the secondary school classroom for the subject area endorsement sought. Unit planning, interdisciplinary learning, and Virginia Standards of Learning for specific subject areas and technology are addressed. This course allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom, classroom climates that support learning, and assessment and evaluation techniques.

**EDCI 518 Practicum in Goals and Practices: Secondary School (1 credit)**

Corequisite: EDCI 517 or approval of program advisor.

This practicum provides the prospective teacher with experience in secondary school instruction and assessment and evaluation strategies. The prospective teacher should design a unit and implement lesson plans from it, using instructional technology when possible and focusing on assessing and evaluating learning.

**EDCI 540 Characteristics and Education of Gifted Students (3 credits)**

This course examines the characteristics of gifted students, including the various expressions of giftedness, their social-emotional needs, and gifted behaviors in special populations. Topics include integrating gifted and general education, best practices in gifted programs, and parent/community involvement.

**EDCI 541 Identification and Assessment of Gifted Students (3 credits)**

Prerequisite or corequisite: EDCI 540.

This course explores the variety of techniques that can be used to identify gifted students, including psychometric procedures and performance and product assessment. Emphasis will be placed on identifying giftedness and the continuous assessment required to turn potential into maximal levels of performance. Topics include standardized testing; alternatives, such as performance assessment and portfolios, rating scales and checklists, evaluation of student records information, and case studies; and gathering, analyzing, and reporting formative and summative data.

**EDCI 542 Teaching Gifted Learners (3 credits)**

Prerequisite or corequisite: EDCI 540.

This course provides an understanding of educational models, methods, and resources employed in teaching gifted learners. Topics explored include classroom organization and learning environments, teacher behavior, instructional strategies (including the use of technology) that promote critical and creative thinking/production and self-directed learning, evaluation of student learning, differentiation of instruction to address the variety of learner profiles, and alternative means for addressing the needs of special gifted populations.

**EDCI 543 Differentiated Curriculum for the Gifted (3 credits)**

Prerequisite or corequisite: EDCI 540

This course studies curricular designs appropriate to the distinct characteristics and cognitive and affective needs of gifted learners. Topics include accelerated and enriched core academic programs, models and strategies that address specific expressions of giftedness, the integration of curriculum (both multiple disciplines and gifted curriculum into the regular school curriculum), and curricula for gifted students in special populations.

**EDCI 546 Evaluation for Instructional Improvement (3 credits)**

This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants will write a data-based improvement plan.

**EDCI 547 Special Topics Seminar (3 credits)**

This course is designed to treat current topics in education that are of particular interest to program participants and faculty.

**EDCI 550 Field Mentorship (3-6 credits per semester; 6 credits required.)**

Prerequisite: EDCI 500-518; ITEC 501.

This is the capstone experience of the initial licensure program. The prospective teacher will be challenged to pull together his/her personal and educational experiences to teach in the classroom under the mentorship of a skillful practicing teacher. Field mentorship is a 14-week field-based teaching experience at the appropriate grade level or subject area. It can be completed in a single semester or in two 7-week sessions that span two semesters. Self-analysis and reflection on planned and implemented instruction, and conferencing with the mentor teacher and JMC supervisor, are prominent aspects of the experience. Prospective teachers will meet as a group throughout the experience for seminars and workshops. The field mentorship experience and concurrent seminars are designed to assist the teacher candidate with performance of the required program standards and competencies, which must be demonstrated to successfully complete the initial licensure program.

#### EDCI 551 Field Mentorship (3-6 credits)

Prerequisite: All required coursework for an add-on endorsement.

This practicum is the capstone experience for an added endorsement. It provides the opportunity to apply the skills, understandings, and competency requisite to the specific endorsement under the auspices of a mentor licensed in that endorsement. Credit requirements and placement will be determined by the specific add-on endorsement sought.

#### EDCI 590 Individual Research (3 credits)

Prerequisite: 30 hours of Initial Licensure/M.Ed. coursework.

This is an experience in self-directed learning and research in practice, primary goals of the program. The individual will select a topic of study in education that is beyond the scope of regular course offerings. Although research of the topic is a primary component, the final project can take a variety of formats, from a curriculum-restructuring plan to research for public policy change or publication. The project must be approved by the M.Ed. faculty and will be guided by a member of the faculty.

### Special Education

#### EDSE 519 General and Special Education Goals and Practices: Elementary (3 credits)

Prerequisite or corequisite: EDCI 500, EDSE 530 or EDSE 532; Corequisite: EDSE 520 or approval of program advisor

This course focuses on the application of elementary school curriculum through teaching and learning models for general and special education. This course allows the prospective teacher to explore and develop ways to adapt curriculum and accommodate students with disabilities (ED, LD and MR) in a variety of educational settings. Topics include instructional alternatives, individualized education plans, management systems, assessment and evaluation techniques, collaboration, and the use of assistive technology.

#### EDSE 520 Practicum in Special Education: Elementary (1 credit)

Corequisite: EDSE 519 or approval of program advisor.

This practicum provides the prospective teacher with experience in general and special education curriculum and instruction for students with ED, LD and MR at the elementary school level. The prospective teacher will design and implement lesson plans, especially using technology when possible, and learn from the host teacher's classroom management plan and assessment and evaluation methods.

#### EDSE 521 Development and Diagnosis of Language and Literacy for Special Populations (3 credits)

Prerequisite or corequisite: EDCI 500, EDSE 530, or EDSE 532; Corequisite: EDSE 522 or approval of program advisor.

The study of language development provides a context for understanding and diagnosing language and reading problems. Topics include basic reading skills, comprehending, assessment and evaluation, and effective strategies and curricula for students with learning disabilities, emotional disturbance and mental retardation.

#### EDSE 522 Practicum in Language and Literacy for Special Populations (1 credit)

Corequisite: EDSE 521 or approval of program advisor.

This practicum allows the prospective teacher to experience literacy development in a special needs classroom and to apply appropriate strategies and techniques, assessment and evaluation, and materials and technologies to this context.

#### EDSE 530 Characteristics of Students with Disabilities: ED, LD, MR (3 credits)

This course examines the characteristics of learner variability from psychological, socio-cultural, educational, and medical frameworks through current research findings. Issues and trends in the areas of classification and diagnostic criteria, educational implications for the various disabilities, multicultural aspects of special education, and professional and ethical standards are addressed.

**EDSE 532 Current Trends and Legal Issues in Special Education (3 credits)**

This course presents an overview of regulatory requirements for identifying and evaluating students with special needs. Best practices in educational programs are examined and legal issues addressed, including the individualized education plan (IEP) as a legal contract. Current legislative and judicial mandates and regulations and ethics for special education are emphasized.

**EDSE 533 Positive Approaches to Behavior Management (3 credits)**

Prerequisite or corequisite: EDSE 530 or EDSE 532.

This course focuses on how to utilize a variety of positive behavior management strategies within the classroom to increase the learning of students with emotional disturbance, learning disabilities, and mental retardation. Applied behavior analysis provides the basis for the implementation of systematic classroom and individual behavior management plans. Intervention in crisis situations is also addressed.

**EDSE 534 Psychoeducational Assessment and Instructional Planning: ED, LD, MR (3 credits)**

Prerequisite or corequisite: EDSE 530 or EDSE 532.

This course examines a variety of formal and informal approaches to assessing and evaluating student learning and behavior. Experiences in administering and interpreting selected tests (including the impact of multiculturalism on testing), reviewing psychoeducational reports, working as part of an interdisciplinary team, and developing instructional plans for students with learning disabilities, emotional disturbance, and mental retardation are provided.

**EDSE 535 Collaborative Consultation and Life Planning (3 credits)**

Prerequisite or corequisite: EDSE 530 or EDSE 532. This course is designed to enhance collaboration, consultation, and communication skills as they relate to working with other teachers and professionals, assisting others in working effectively with students with exceptionalities, and involving families in the education of their children with disabilities. The course also emphasizes coordination with community agencies, other professionals, and the family to plan for life transitions, including self-advocacy, post-secondary training, career development, and life skills.

**EDSE 536 Goals and Practices for Students with Mental Retardation (3 credits)**

Prerequisite or corequisite: EDSE 530 or EDSE 532.

This course provides an understanding of educational models, methods, and resources employed in teaching students with mental retardation. Planning and implementing group and individualized educational programs for students of all age levels is emphasized. Topics include ways to collaborate with parents and other professionals, structure a classroom, teach social skills, communicate with students, utilize adaptive technology, modify curriculum, and accommodate instructionally students with diverse needs.

***Instructional Technology***

**ITEC 501 Instructional Technologies (3 credits)**

Prerequisite or corequisite: EDCI 500 or the equivalent course/experience.

This course ensures that the teacher candidate can demonstrate competence in the Virginia technology standards and emphasizes the integration of technologies in teaching and learning processes. Topics include ethical and legal issues, communicating and accessing information, evaluating and using hardware and software, and meeting the needs of diverse learners.

**ITEC 545 Leadership in Educational Technology (3 credits)**

Prerequisite: ITEC 501 or the equivalent course/experience.

This course examines the current and future roles of technology for exchanging and communicating information and enhancing learning environments in the educational setting. Emphasis is placed on planning and implementing innovative technology applications in the classroom, school division, or global arena. A variety of technology-

related issues are explored to assist the participant in staying on the “cutting edge” of this dynamic resource and providing technology leadership in the workplace.

*Teaching English as a Second Language*

**TESL 500 Introduction to English Linguistics (3 credits)**

Provides a theoretical foundation for the scientific study of language. Covering both formal and applied linguistics, topics covered include: pronunciation patterns, vocabulary and word formation, sentence structure, meaning, language change and variation, and first and second language acquisition. Required for VDOE endorsement in ESL.

**TESL 501 Introduction to Psycholinguistics (3 credits)**

Prerequisite: TESL 500 or permission of instructor.

How language is organized in the mind at the phonological, lexical and syntactic levels; covers language deficits and aphasia, as well as language acquisition and bilingualism. Applies to VDOE endorsement in ESL.

**TESL 502 Sociolinguistics and Cross-Cultural Communication (3 credits)**

Covers the theories and methods involved in the study of language variation. The focus is on how language affects and is affected by the social relationships among individuals and groups with special attention to cross-cultural communication. Other topics discussed are: dialects, language change, bilingualism, and classroom discourse. Applies to VDOE endorsement in ESL.

**TESL 510 Applied English Phonetics and Phonology (3 credits)**

Prerequisite: TESL 500 or permission of instructor.

In-depth analysis of the pronunciation patterns and sound-spelling relationships in American English with emphasis on the implications for teaching English reading, writing and pronunciation to speakers of other languages. Applies to VDOE endorsement in ESL.

**TESL 511 Pedagogical and Descriptive Grammar of Modern English (3 credits)**

Provides detailed coverage of how the grammatical structure of English interacts with both written and spoken linguistic functions. Focuses on those aspects of grammar that pose particular problems for the second language teacher and learner. Applies to VDOE endorsement competency requirements in ESL.

**TESL 512 Second Language Acquisition (3 credits)**

Prerequisite: TESL 500 or permission of instructor.

In-depth understanding of the acquisition process. Focuses on how the variables of learner characteristics, native language, and learning environment affect success and/or difficulty in acquisition. Also covers bilingualism. Applies to VDOE endorsement in ESL.

**TESL 513 Special Studies in Linguistics and Language Learning (3 credits)**

Prerequisite: TESL 500 or permission of instructor.

In-depth study of topics of special interest and importance in language teaching and learning. Consult schedule of courses for specific topic.

**TESL 514 Cross-Cultural Education (3 credits)**

Focuses on understanding the effects of socio-cultural variables on education systems and the practical application of theories in the culturally diverse classroom. Covers the characteristics and educational needs of non-native speaking students as well as those of native speaking ethnic minorities. Required for VDOE endorsement in ESL.

**TESL 530 TESL Methodology (3 credits)**

Prerequisite: TESL 500 or TESL 511 or permission of instructor.

Covers current theory, practices, and approaches to teaching second language reading, writing and speaking to learners from pre-K to adult at varying levels of acquisition and in different education programs. Emphasis is on integrating components of communicative competency in the second language classroom. Required for VDOE endorsement in ESL.

## THE MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) provides the experienced professional with a quality graduate program that prepares its graduates for management and leadership positions in a variety of organizational settings. The program does not require an undergraduate business degree.

The curriculum consists of foundation courses, core courses, and concentration courses that combine business theory with current business practice. The foundation and core courses provide a common body of knowledge required for effective performance in today's unpredictable global business environment. Complementing this common body of knowledge are five concentrations from which students can choose, depending on their professional interests: general management, training and human resource development, information security, management technology, and contracts and procurement management.

The program is particularly designed for those individuals whose job and family responsibilities require the flexibility to pursue the MBA on a part-time basis without interrupting their careers.

In Summer 2001, there were changes approved in the BPS undergraduate program that affect the MBA program. These changes go into effect with the Fall 2001 semester. Since several MBA courses are cross-listed with several undergraduate courses, the changes in the BPS program necessitated some changes in the MBA program. No one should experience any delay in graduation plans. Students should see an MBA faculty member for details and to discuss how these changes might affect course-scheduling plans.

### Program Features & Benefits

Relevance - Combines classical and current business theories with current business practices to more effectively manage and lead today's complex organizations.

Teaching excellence - Continues the MWC tradition of teaching excellence, small class size, and accessible faculty.

Stakeholder input - Developed with considerable input from the business community and program participants.

Affordable - Very reasonable tuition, competitive with other quality institutions of higher education.

Convenience - Classes meet once a week; evening and Saturday classes available; some classes offered online for additional convenience.

Accessibility - Easily accessible from Highway 95; housed in a new, state-of-the-art educational facility with ample parking.

Interactive classes - Interactive and enriching class discussions with mutually supportive colleagues from a variety of professions.

Flexibility - Choice of several high-demand concentrations.

### MBA Degree Requirements

Successful completion of all required foundation courses (15-18 semester credits), core courses (24 semester credits), and concentration courses (12 semester credits) with a cumulative GPA of at least a B (3.0). All required coursework must be completed within six years of admission to the program.

### Waivers

Waiver of any course will be made primarily on the basis of previous comparable undergraduate or graduate work. To be considered for waiver, a course must have been completed within the past six years from an accredited college or university with a minimum grade of B.

A waived foundation course will not require substitution of another MBA course. Depending on the number of foundation courses waived, a student might enter the program and need to only take the core and concentration courses (total of 36 semester credits).

Any waiver of a core or concentration course will require substitution of an additional concentration course. Approval of a waiver by the Program Director or his/her designee must be obtained prior to or during the first semester after admission.

### **Transfer Courses**

A maximum of six semester credits can be transferred into the MBA program. To be accepted for transfer credit, graduate-level courses must have been taken from an accredited institution within the last six years, directly relate to one of the MBA program courses, and be transcripted with a grade of B or better (B minus is not accepted). Transfer credit is not given for internship or practicum experiences.

### **MBA Curriculum**

#### **Orientation Session**

Prior to the start of every semester, new students are expected to participate in an orientation session for the MBA program. The orientation session will include:

Introductions of students and JMC staff

Overview of program

JMC computer resources

Self-Assessment Exercises

Using the Internet

JMC library resources

#### **Course Requirements for the MBA (36 – 54 semester credits)**

##### **Foundation Courses (15-18 semester credits)**

MBUS 500 Financial Accounting<sup>1</sup>

MBUS 503 Economic Analysis<sup>1</sup>

MBUS 506 Legal and Ethical Issues in Business<sup>1</sup>

MBUS 507 Information Security Essentials<sup>1,2</sup>

*(required only for those pursuing the Information Security Concentration)*

MBUS 510 Marketing: Research, Policies and Practices<sup>1,3,4</sup>

MBUS 520 Quantitative Analysis for Decision Makers<sup>1,3,5</sup>

*(MATH 200 or equivalent is a prerequisite for this course)*

<sup>1</sup> May be waived with appropriate coursework at undergraduate or graduate level (see “Waivers”).

<sup>2</sup> Cross-listed as CTEC 407.

<sup>3</sup> MATH 200 is a prerequisite for this course, which can be taken concurrently with other foundation courses.

<sup>4</sup> Cross-listed as LRSP 410.

<sup>5</sup> Cross-listed as LRSP 420.

##### **Core Courses (24 semester credits)**

MBUS 501 Organizational Systems & Behavioral Dynamics

MBUS 504 Managerial Accounting and Control Systems

MBUS 508 Financial Management

MBUS 509 Information Technology for Managers

or

MBUS 511 Information Security: Level 1 (only if pursuing Information Security Concentration)

MBUS 512 Organizational Research and Assessment

MBUS 513 Managing in a Global Economy

MBUS 514 Operations Management

MBUS 515 Business Strategy Seminar

### **Concentrations**

(12 semester credits from one of the following five concentrations):

**General Management Concentration (12 semester credits)**

The General Management concentration will be attractive to those who want the traditional MBA. This concentration offers a solid professional core in the functional areas of business, enriched with leading-edge courses applicable to many business and non-business environments.

MBUS 521 Human Resource Management & Development

MBUS 522 Leadership and Organizational Change

MBUS 523 Marketing Strategy

MBUS 524 Learning Organizations and Knowledge Management

**Organization and Human Resource Development Concentration (12 semester credits)**

The Organization and Human Resource Development concentration is particularly appropriate for those interested in developing competencies in organizational change and learning organizations, or developing skills as a trainer.

MBUS 521 Human Resource Management & Development

MBUS 522 Leadership and Organizational Change

MBUS 524 Learning Organizations and Knowledge Management

MBUS 530 Adult Development and Learning Theory

MBUS 531 Designing and Implementing Training Programs

Suggested courses for students interested in Organizational Development (OD):

MBUS 521 Human Resource Management & Development

MBUS 522 Leadership and Organizational Change

MBUS 524 Learning Organizations and Knowledge Management

MBUS 530 Adult Development and Learning Theory

Suggested courses for students interested in developing skills as a trainer

MBUS 521 Human Resource Management & Development

MBUS 522 Leadership and Organizational Change

MBUS 530 Adult Development and Learning Theory

MBUS 531 Designing and Implementing Training Programs

**Management Technology Concentration (12 semester credits)**

The Management Technology concentration provides a solid background in the functional areas of business, coupled with an in-depth knowledge of available management technology. The concentration examines how technology can be efficiently and effectively utilized for better management practice.

MBUS 550 Computer-Based Decision Support Systems

MBUS 551 Computer Simulation in Business

MBUS 552 Distributed Processing and Data Communications

MBUS 553 Web-Based Applications and Electronic Commerce

**Information Security Concentration (12 semester credits)**

The Information Security concentration provides an understanding of the fundamental technologies and principles of information security. It is a very specialized concentration with distinct prerequisites to be met before continuing to the next level of coursework within the concentration. An evaluation of the student's academic and professional experience to determine adequate preparation for this concentration is required.

- MBUS 540 Internet Protocol (IP and Firewalls)
- MBUS 541 Intrusion Detection
- MBUS 543 Incident Handling and Malicious Code
- MBUS 544 Windows Security

**Note: A Graduate Certificate in Information Security** (18 semester credits) is available to those whose position requires the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program.

To be considered for the certificate, the applicant must:

Submit a completed Application to the *Master of Business Administration Degree Program*

Submit the nonrefundable application fee

Submit official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university

Complete the following courses:

- MBUS 511 Information Security: Level I
- MBUS 540 Internet Protocol (IP and Firewalls)
- MBUS 541 Intrusion Detection
- MBUS 543 Incident Handling and Malicious Code
- MBUS 544 Windows Security

#### **Contracts and Procurement Management Concentration**

This MBA concentration provides Contract and Procurement professionals in industry and Federal, state and local governments with the knowledge, skills and abilities to advance to positions of increasing responsibility. This concentration enables professionals in other fields to enter the exciting and growing field of contracts and procurement management and to meet the credit hours now required by the Federal government for its contracting officials.

MBUS 580 Commercial Transactions in a Technological Environment

MBUS 581 Pricing and Negotiation Contracts

MBUS 582 Legal and Ethical Aspects of Contracting

MBUS 583 Strategic Purchasing

**Note: A Graduate Certificate in Contracts and Procurement Management** is available to those whose position requires the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program.

To be considered for the certificate, the applicant must:

Submit a completed Application to the *Master of Business Administration Degree Program*

Submit the nonrefundable application fee

Submit official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university

Complete the following courses:

- MBUS 500 Financial Accounting
- MBUS 580 Commercial Transactions in a Technological Environment
- MBUS 581 Pricing and Negotiation Contracts
- MBUS 582 Legal and Ethical Aspects of Contracting
- MBUS 583 Strategic Purchasing

#### **Course Descriptions**

MBUS 500 Financial Accounting (3 credits)

Overview of principles, concepts and procedures of financial accounting essential to the collection, reporting, and

interpretation of the financial data of a modern business. A management-oriented approach to using financial data to make management decisions is utilized.

**MBUS 501 Organizational Systems and Behavioral Dynamics (3 credits)**

Course focuses on new and emerging organizational structures and their impact on managerial action. Topics include classic and modern management principles applied to organizational systems, and the individual, managerial, and external skills needed to manage in 21st-century organizations.

**MBUS 503 Economic Analysis (3 credits)**

Examines the major tools and concepts of economic analysis as applied to making business decisions and allocating resources. Topics include microeconomics and the theory of the firm; economic forecasting; cost-benefit analysis; macroeconomics and aggregate markets.

**MBUS 504 Managerial Accounting and Control Systems (3 credits)**

Prerequisite: MBUS 500 or equivalent.

Covers interpretation and use of accounting data for management planning, decision-making and control. Consideration of cost-volume-profit relationships, activity-based costing, and performance measurement.

**MBUS 506 Legal and Ethical Issues in Business (3 credits)**

Examines the legal and ethical issues that affect managers' decisions and actions in today's business environment. Topics include legal forms of business, contractual rights, intellectual property, environmental laws, negligence, employment and trade regulations, the development of ethical standards of behavior in an organization, and the social and ethical obligations of business to society at large.

**MBUS 507 Information Security Essentials (3 credits)**

This course covers three major areas of information security: intrusion detection, security tools, and information warfare.

Intrusion detection covers topics such as:

ID sensors and how they interoperate in an environment of firewalls, routers, and switches

The need to understand network architecture and how all the pieces can interact

Risk Assessment and Auditing

Firewalls

Packet Filtering

Security Tools

*Covers more than a dozen commercial vendors and open source developers' software designed to help organizations identify the security vulnerabilities in their systems and networks, identify attacks (or mapping activities) in progress, and/or identify and verify the results of attacks that have been successful. Also provides a step-by-step guide for making cost-effective decisions regarding software and services.*

Information Warfare

*Details the threat, the kinds of attacks organizations are seeing*

*Examines large-scale distributed attacks and scans*

*Discusses how an organization reacts to these threats*

*Allows students to practice analysis techniques*

Cross-listed as CTEC 0407. Note: MBA candidates must take this course for graduate credit. Any students (undergraduate or graduate) taking this course for graduate credit are required to do additional assignments and projects as part of the course.

**MBUS 508 Financial Management (3 credits)**

Prerequisite: MBUS 500 Financial Accounting or equivalent.

Examines the concepts and practices used by managers in making financial decisions for the firm. Topics include short- and long-term financial planning, cost of capital, dividend policy, working capital management, and other tools of financial analysis.

**MBUS 509 Information Technology for Managers (3 credits)**

Examines the role of information technology and information systems in improving organizational effectiveness and efficiency. Particular attention is given to the contributions of information technology for management decision-

making, and organizational strategic advantage.

**MBUS 510 Marketing: Research, Policies and Practices (3 credits)**

Prerequisite: MBUS 503 or equivalent.

This course explores the essential role of the marketing function in the modern business organization. Topics include the competitive factors of price, product, promotion, place, cost, quality, speed, innovation, and customer service. Attention is also given to fundamental marketing research techniques and marketplace information. Cross-listed as LRSP 0410. Note: MBA candidates must take this course for graduate credit. Any students (undergraduate or graduate) taking this course for graduate credit are required to do additional assignments and projects as part of the course.

**MBUS 511 Information Security: Level I (3 credits)**

This course offers a strong foundation for all areas of system and network security. It covers the following topics:

- Information Assurance Foundations
- IP Concepts
- IP Behavior
- Internet Threat
- Computer Security Policies: The Good, the Bad, and the Ugly
- Antiviral Tools on Desktops
- Host Based Perimeter Protections
- NT Password Management
- Unix Password Management
- Introduction to PGP
- Introduction to Cryptography 1
- Introduction to Cryptography 2
- Window NT System Administration
- Unix System Administration
- Backups for Windows NT
- Backups for Unix
- Basic Windows NT Security/Auditing
- Basic Linux Security/Auditing

**MBUS 512 Organizational Research and Assessment (3 credits)**

Prerequisite: Statistics

Emphasis is on developing and executing basic research designs to provide data for organizational problems and assessing organizational performance in a variety of areas such as customer satisfaction, market share, product quality, and employee job satisfaction. Topics include research design, data collection, data analysis and interpretation, and reporting research results.

**MBUS 513 Managing in a Global Economy (3 credits)**

Provides the analytical tools and concepts to understand the strategic issues facing managers in today's highly competitive global economy. Topics include international regulation, new international markets, diverse cultural business practices, and electronic commerce.

**MBUS 514 Operations Management (3 credits)**

Prerequisite: Statistics and MBUS 504

The concepts and processes used in planning, scheduling, and controlling resources to make a firm more competitive. Considerable emphasis throughout the course on service operations.

**MBUS 515 Business Strategy Seminar (3 credits)**

Prerequisite: minimum of 18 credit hours of MBA courses, or permission of instructor. This course should be taken in the final semester of the MBA program.

A capstone, integrative course for the MBA program that examines complex strategic problems facing top management in a variety of contemporary organizations. Includes strategy formation and implementation at the business unit and corporate level.

**MBUS 520 Quantitative Analysis for Decision Makers (3 credits)**

Prerequisite: MATH 200 or equivalent

Introduces students to management science models and techniques used for analyzing and solving business problems. Topics include statistical forecasting methodologies, linear programming, network and queuing theory, PERT/CPM, SPC and business simulations. Cross-listed as LRSP 0420. Note: Students taking this course for graduate credit are required to do additional assignments and projects as part of the course.

**MBUS 521 Human Resource Management and Development (3 credits)**

Examines the human resource management function of an organization's personnel/human resource department, and the effective utilization of human resources as a critical responsibility of all managers. Topics include employment planning, recruitment and selection, performance measurement, training and development, compensation, and labor relations.

**MBUS 522 Leadership and Organization Change (3 credits)**

Examines models of organizational change and development, leading teams, and the key role of the leader as a change agent in organizations.

**MBUS 523 Marketing Strategy (3 credits)**

Prerequisite: MBUS 510

This course builds upon topics covered in Marketing, with a focus on the development and implementation of marketing strategies in the rapidly changing digital, global environment.

**MBUS 524 Learning Organizations and Knowledge Management (3 credits)**

Course covers knowledge management's value to organizations, creating and sustaining a learning organization, and generating intellectual capital.

**MBUS 530 Adult Development and Learning Strategies (2 credits)**

Examines theories of adult development and learning with an emphasis on their application for developing training programs for organizational members.

**MBUS 531 Designing and Implementing Training Programs (2 credits)**

Provides the tools and techniques necessary for planning, organizing, and constructing a performance-based training program. Topics include defining training needs, setting performance objectives, instructional design project management, and program delivery.

**MBUS 532 Evaluating Training Programs (2 credits)**

Prerequisite: MBUS 531

Examines measures used to evaluate the achievement and performance of trainees in a training program; includes the establishment of a basis for improvement of instruction and learning in a training program.

**MBUS 533 Technology-Based Training Programs (2 credits)**

Prerequisite: MBUS 531

This course reviews, utilizes, and evaluates new technologies that can be used to more efficiently and effectively design and deliver training programs in an individualized or group situation.

**MBUS 540 Internet Protocol (IP and Firewalls) (3 credits)**

Exploit software used to attack systems often leaves a characteristic signature caused by the process of crafting the packet that allows analysts to find these attacks. Students that successfully complete this course will be equipped to apply the intrusion detection techniques they learn to prevent these types of attacks. Throughout the class, techniques are demonstrated using software tools and key concepts are illustrated with network trace dumps. This course includes a study of firewalls. Students will learn how to determine if a firewall is needed at a site, assess the firewall, analyze and correct configuration errors, and evaluate the firewall for extranet use.

**MBUS 541 Intrusion Detection (3 credits)**

This course teaches how to build comprehensive Intrusion Detection systems and how to protect your organization

from common network attacks. Real attack signatures are presented along with working tools. Demonstrations of how to configure and use intrusion detection software show how to get the maximum benefit out of it. This course gives the student a foundation and the knowledge to use specific intrusion detection software and demonstrates some of the significant challenges in intrusion detection:

- Collecting the right type and amount of data from the network
- Finding the anomalous traffic among the noise of normal traffic
- Making sense of the anomalous traffic
- Synthesizing what is found to discover trends and new exploits

**MBUS 543 Incident Handling and Malicious Code (3 credits)**

The Incident Handling part of the course is designed to provide a complete introduction using six steps (preparation, identification, containment, eradication, recovery and follow up) one needs to take in the event of a computer incident. Incident Handling is intended for both system administrators and managers, because these two groups need to work smoothly together in crisis situations.

The Malicious Code component of the course covers the latest and most commonly used hacker tools and techniques for penetrating computer systems. The focus of the discussion will be on systems running TCP/IP protocols on the Internet, intranets, and extranets. Numerous types of attacks will be covered, including web server and electronic commerce exploits, new Trojan Horse components, the latest denial of service attacks, etc. In addition to a detailed discussion of each attack, the course will cover a variety of defensive techniques for each exploit. Many of the tools and techniques will be demonstrated.

**MBUS 544 Windows Security (3 credits)**

Many security-related issues for Windows NT require more than a basic understanding of Windows NT security exposures and potential control measures. The course covers these issues, including some undocumented features of Windows 2000 that affect security as well as advanced security control techniques. In the lab, students have an opportunity to apply the material learned in class.

**MBUS 545 Unix Security (3 credits)**

This course begins with a high-level introduction to the UNIX boot process and review of the major UNIX subsystems and continues with a review of the most commonly used commands for navigating and auditing under UNIX. It also includes a review of the most common UNIX services. This is followed by an overview of the most prevalent issues and vulnerabilities facing UNIX security professionals. In addition to analyzing each vulnerability and the associated risks, the course makes recommendations on removing or living with the given services. The course also gives suggestions on how to deal with difficult challenges from the user and management community. Security tools, both public domain and commercial, are introduced, discussed, and demonstrated.

**MBUS 550 Computer-Based Decision Support Systems (3 credits)**

Prerequisite: MBUS 509

This course explains the characteristics, use, and development of decision support systems (DSS) within the context of other business information systems. The process of designing and implementing decision-support systems in business is discussed from both theoretical and practical standpoints. Students will learn to use common software tools to develop a simple DSS.

**MBUS 551 Computer Simulation in Business (3 credits)**

Prerequisite: MBUS 509

This course investigates computer-simulation methodology and its application in the analysis of business systems. A high-level simulation language will be used to develop simulation models for a variety of decision-making scenarios.

**MBUS 552 Distributed Processing and Data Communications (3 credits)**

Prerequisite: MBUS 509

This course surveys the field of computer networking and communications. Students will learn reasons for networking as well as the costs and potential problems. In addition to computers, the course discusses hardware for

local and wide area connectivity and other specialized devices. Software coverage includes operating systems, network management tools, drivers and protocols. Students will learn the primary duties of a network administrator in the operation of a computer network and become familiar with network planning, implementation, and routine administration. Up-to-date standards will be stressed.

**MBUS 553 Web-Based Applications and Electronic Commerce (3 credits)**

Prerequisite: MBUS 509

An examination of the concepts, technologies, and applications of electronic commerce. Topics include the World Wide Web as a platform for electronic commerce; intranets; electronic data interchange; electronic banking and payment systems; security and firewalls; software agents; and the social, legal, and international issues of electronic commerce.

**MBUS 570 Special Topic (1-3 credits)**

Prerequisite: Topic dependent.

Selected topics will reflect faculty specialization or program needs. A special topics course will provide opportunities for additional study in a particular specialized area. May be repeated for credit with a change in topic and mentor permission.

**MBUS 580 Commercial Transactions in a Technological Environment (3 credits)**

Prerequisite: MBUS 500

This course covers e-commerce concepts and requirements, including fund flows, internal control, bad debt/risk management, and the requirements of the Uniform Commercial Code, the National Automated Clearing House, and Financial Management Services requirements.

**MBUS 581 Pricing and Negotiating Contracts (3 credits)**

Prerequisite: MBUS 504

This course focuses on the techniques for planning, conducting, and managing negotiated procurements. Included in the course are the analytical techniques used for conducting price and cost analysis in preparation for negotiations, and specific negotiation strategies and techniques.

**MBUS 582 Legal and Ethical Aspects of Contracting (3 credits)**

This course focuses on both the legal and ethical issues related to contracting in the contemporary legal and regulatory environment. Topics include the law of commercial purchasing; the law of agency, contracts, sales, torts, and antitrust; the Federal Acquisition Regulation and American Bar Association model procurement codes for state and local governments; the authority of purchasing, unauthorized purchases, the rights and duties of sellers and buyers under a contract; and formal dispute resolution.

**MBUS 583 Strategic Purchasing (3 credits)**

Prerequisite: MBUS 580 and 581

This course covers the issues and methodologies related to strategic purchasing and logistics. Topics include the competitive factors of price, product, promotion, place, cost, quality, speed, innovation, and customer service. Attention is given to applying fundamental marketing research techniques and marketplace information to purchasing decisions.

**MBUS 591 Directed Study (1-3 credits)**

Prerequisite: Permission of Program Director.

This is an individual study under faculty direction on a topic of relevance to the MBA program.

## **Brokered Programs**

### **Master of Education**

Virginia Commonwealth University's Master of Education is taught at Mary Washington College by VCU professors during evening hours. Currently there are two concentrations available through this program:

#### **Counselor Education**

Designed to prepare counselors for elementary, middle, and high schools in Virginia and the nation. The program leads to licensure as a school counselor.

#### **School Administration**

Designed to prepare individuals for leadership roles ultimately leading to top level administrative positions, such as principal or vice-principal.

#### **Master of Public Administration**

The MPA program is designed for those students who want professional development through an academic degree in a classroom atmosphere that is serious, interesting, demanding and broadening.

Evening classes are conveniently located at the James Monroe Center.

Access to resident faculty for academic advising through toll-free phone calls and/or e-mail.

#### **Commonwealth Graduate Engineering Program**

The Fredericksburg site of the Commonwealth Graduate Engineering Program, coordinated by the James Monroe Center for Graduate and Professional Studies at Mary Washington College, is part of an academic network of graduate degree programs provided through Virginia Tech, the University of Virginia and Old Dominion University.

The CGEP allows you to earn your Master's degree in one of 12 disciplines of engineering with minimal sacrifice to family or employment responsibilities.

After admission, the James Monroe Center for Graduate and Professional Studies handles most of the administrative details, such as registering, mailing homework assignments, returning graded work, etc.

Through its new interactive distance-learning technology, NET.WORK.VIRGINIA, students are able to communicate with their instructors as well as with students in classrooms at other sites.

NET.WORK.VIRGINIA is an advanced, broadband network with very high capacity delivering simultaneous transmission of full voice, data and video services.

**For additional information about the brokered programs, go to [www.jmc.mwc.edu](http://www.jmc.mwc.edu).**

## **Professional Development for Educators**

A variety of teacher license renewal courses and certificate programs are offered in weekend and evening formats throughout the year.

For specific courses, dates and times, consult the current *Professional Development* brochure.

The Certificate in Computer Technology for Educators is designed for educators or administrators who need to become proficient users of technology in a variety of classroom situations. School divisions and institutions of higher learning must incorporate eight technology standards of learning to assure the technology proficiency of educators in the Commonwealth. This certificate program addresses this need. The following courses lead to a Certificate in Computer Technology for Educators (four required courses and one elective). Courses are offered on weekends for one semester credit each.

#### **Computer Technology for Educators Course Descriptions**

##### **Required courses (1 semester credit each)**

**ITEC 0901 Implementing the Computer/Technology Standards**

Provides participants with a basic understanding of computer technology standards required for all students by the end of Grade 5, Grade 8 and for graduation.

**ITEC 0902 Introduction to the Internet for Educators**

Delivers an overview of the Internet and its resource capabilities; instructs educators on how to search for and organize information from a variety of networks around the world.

**ITEC 0903 Introduction to Desktop Publishing and Multimedia for Educators**

Gives an overview of specific applications using desktop publishing and media software; concentrates on the areas that specifically pertain to educators and will instruct teachers on how to design, create and produce high quality documentation.

**ITEC 0905 PC and Software Maintenance and Troubleshooting Techniques**

Gives a strong, non-threatening approach to basic troubleshooting techniques and preventive maintenance procedures for hardware and software; offers comparisons between upgrading equipment or purchasing new equipment.

**ITEC 0906 Implementing Technology into Instructional Programs**

Provides participants with a basic understanding of the instructional applications of modern technology; requires participants to bring a detailed outline of their instructional program.

**ITEC 0907 Assistive Technology**

Provides a comprehensive overview of assistive technology solutions for students with special needs. Designed for K - 12 teachers and administrators of special needs students in all educational settings.

**Teaching English as a Second Language**

There is a growing need for teachers of English as a second language in Virginia schools and it is one of the most rewarding fields of teaching. It is likely that every teacher will eventually encounter limited English proficient students in their classrooms. Due to the increasing need for all teachers to have the special skills for teaching nonnative speakers of English, the Virginia Department of Education accepts TESL courses for license renewal for teachers in any field. In addition, teachers who already have endorsements in fields such as English, foreign language, or elementary education may find that they have already also completed some of the courses required for an add-on endorsement in ESL.

The following courses are designed for teachers and administrators who wish to improve their skills in working with a linguistically diverse student population. For individuals who are not currently licensed to teach in Virginia schools, information about courses leading to an ESL endorsement is provided under the heading ***Initial Teacher Licensure Programs*** in the Master of Education Program described in this catalogue.

**TESL Certificate Course Descriptions**

(Prerequisites may be waived by permission of the instructor.)

**TESL 400/500 Introduction to English Linguistics (3 credits)**

Provides a theoretical foundation for the scientific study of language. Covering both formal and applied linguistics, topics covered include: pronunciation patterns, vocabulary and word formation, sentence structure, meaning, language change and variation and first and second language acquisition. Required for VDOE endorsement in ESL.

**TESL 401/501 Introduction to Psycholinguistics (3 credits)**

Prerequisite: TESL 400/500.

How language is organized in the mind of the phonological, lexical, and syntactic levels; covers language deficits and aphasia, as well as language acquisition and bilingualism. Applies to VDOE endorsement in ESL.

**TESL 402A/502A Sociolinguistics and Cross-Cultured Communication (3 credits)**

Covers the theories and methods involved in the study of language variation. The focus is on how language affects and is affected by the social relationships among individuals and groups with special attention to cross-cultural communication. Other topics discussed are: dialects, language change, bilingualism, and classroom discourse.

Applies to VDOE endorsement in ESL.

**TESL 410/510 Applied English Phonetics and Phonology (3 credits)**

Prerequisite: TESL 400/500.

In-depth analysis of the pronunciation patterns and sound-spelling relationships in American English with emphasis on the implications for teaching English reading, writing, and pronunciation to speakers of other languages. Applies to VDOE endorsement in ESL.

**TESL 411/511 Pedagogical and Descriptive Grammar of Modern English (3 credits)**

Provides detailed coverage of how the grammatical structure of English interacts with both written and spoken linguistic functions. Focuses on those aspects of grammar that pose particular problems for the teacher and learner. Applies to VDOE endorsement competency requirements in ESL.

**TESL 412/512 Second Language Acquisition (3 credits)**

Prerequisite: TESL 400/500.

In-depth understanding of the acquisition process. Focuses on how the variables of learner characteristics, native language, and learning environment affect success and/or difficulty in acquisition. Also covers bilingualism. Applies to VDOE endorsement in ESL.

**TESL 413/513 Special Studies in Linguistics and Language Learning (3 credits)**

Prerequisite: TESL 400/500

In-depth study of topics of special interest and importance in language teaching and learning. Consult schedule of courses for specific topic.

**TESL 414/514 Cross-Cultural Education (3 credits)**

Understanding the effects of socio-cultural variables on educational systems and the practical application of theories in the culturally diverse classroom. Covers the characteristics and educational needs of non-native speaking students as well as those of native speaking ethnic minorities. Required for VDOE endorsement in ESL.

**TESL 430/530 ESL Methodology (3 credits)**

Prerequisite: TESL 400/500 or TESL 411/511.

Current theory, practices, and approaches to teaching second language reading, writing and speaking to learners from pre-K to adult at varying levels of acquisition and in different educational programs. Emphasis is on integrating components of communicative competence in the second language classroom. Required for VDOE endorsement in ESL.

**Elective courses (9 credits)**

**TESL 401/501 Introduction to Psycholinguistics (3 credits)**

Prerequisite: TESL 400/500.

Introduces the mental and biological structures and processes that enable human beings to communicate using language, with special reference to issues of second language acquisition and bilingualism.

**TESL 402/502 Introduction to Sociolinguistics (3 credits)**

Prerequisite: TESL 400/500.

Covers the theories and methods involved in the study of language variation. The focus is on how language affects and is affected by the social relationships among individuals and groups. Among the topics discussed are: pragmatics, dialects and creoles, language planning, bilingualism, cross-cultural communication, language and gender, and language in the classroom.

## **Certificate, Certification and Non-Credit Programs**

Certificate and certification programs provide specific technological and professional learning in a concentrated format. These programs introduce individuals to new or emerging fields of study, update existing knowledge, and expand employment opportunities. Some programs are designed so that certificate credits apply to a degree in that

## **Certificate in Strategic Human Resource Management**

The Certificate in Strategic Human Resource Management offers key competencies required for positioning the human resource professional as a strategic partner in a variety of organizations. Prerequisite: minimum 12 college credits or permission of the Program Director.

### **Course Requirements (total 18 credits)**

#### **BPST 0301 Professional Written Communication (3 credits)**

Prerequisite: English Composition 101 or equivalent.

Students use text analysis to enhance skills in close reading and understanding of a variety of texts, including literature of the workplace, technical writing, manuscripts and drafts. By analyzing typical examples of writing in the workplace, students develop skills in understanding, editing, revising and creating appropriate written material in the work setting. Goals include: developing good writing habits, creating a clear style, effectively communicating in written forms, building and substantiating arguments, and facilitating and improving understanding and communication of written materials.

#### **LRSP 0300A Leadership: Theory and Practice (3 credits)**

An introduction to historical and contemporary leadership theories, emphasizing current leadership issues and the role of leadership in transforming organizations to meet the needs of the 21st Century. Students will explore their leadership styles and team leadership abilities, managerial decision-making, and change management.

*Choose either LRSP 0430 or SHRM 0430A*

#### **LRSP 0430 Human Resource Management (3 credits)**

Prerequisite: LRSP 0300 or 0330.

This course examines the fundamental principles and practices of human resource management, including recruiting, hiring, orienting, training, developing, disciplining, rewarding and recognizing employees. Current legal issues are presented and addressed from a practicing manager's perspective. The evolving strategic role of human resource professionals and HR practices are delineated and discussed.

*or*

#### **SHRM 0430A SHRM Certification (3 credits)**

The SHRM certification course is designed for professionals currently working in the human resource field. This course prepares practitioners to meet the professional or senior professional credentialing requirements of SHRM.

*and three of the following*

#### **LRSP 0330 Management and Organizational Behavior (3 credits)**

This course emphasizes managing people, resources, relationships, groups, organizations, and change. Topics include principles of management, theories of organizational behavior, culture, motivation, group dynamics and team building, structure and design, change and development.

#### **LRSP 0431 Employment Law (3 credits)**

Prerequisite: LRSP 0430, SHRM 0430A or permission of Program Director.

This course presents the critical legal issues faced by human resource professionals and practicing managers, particularly in an increasingly litigious environment. Students research legal topics related to human resource functional areas and identify the implications for management and organizational practices.

#### **LRSP 0432 Managing a Diverse Workforce (3 credits)**

Prerequisite: LRSP 0430 or SHRM 0430A .

This course provides students with an overview of changing workforce demographics. Students examine issues such as race, gender, age, education, nationality, ethnicity, and their implications for organizational performance.

**BPST 0304 Professional Ethical and Legal Issues (3 credits)**

Students will examine, analyze and explore principles of ethics. Topics include ethical and legal dilemmas and the exploration of cultural, linguistic, legal, and philosophical models that provide strategies for application in the global workplace.

**Certificate in Organizational Leadership**

The Certificate in Organizational Leadership provides multiple educational opportunities for in-depth study and the acquisition of key competencies required for effective leadership in a variety of organizations. Prerequisite: minimum 12 college credits or permission of the Program Director.

**Course Requirements (total 18 credits)**

**LRSP 0300A Leadership: Theory and Practice (3 credits)**

An introduction to historical and contemporary leadership theories, emphasizing current leadership issues and the role of leadership in transforming organizations to meet the needs of the 21st Century. Students will explore their leadership styles and team leadership abilities, managerial decision-making, and change management.

**LRSP 0330 Management and Organizational Behavior (3 credits)**

This course emphasizes managing people, resources, relationships, groups, organizations, and change. Topics include principles of management, theories of organizational behavior, culture, motivation, group dynamics and team building, structure and design, change and development.

**BPST 0301 Professional Written Communication (3 credits)**

Prerequisite: English Composition 101 or equivalent.

Students use text analysis to enhance skills in close reading and understanding of a variety of texts, including literature of the workplace, technical writing, manuscripts and drafts. By analyzing typical examples of writing in the workplace, students develop skills in understanding, editing, revising and creating appropriate written material in the work setting. Goals achieved are good writing habits creating a clear style, effectively communicating in written forms, building and substantiating arguments, and facilitating and improving understanding and communication of written materials.

*and three of the following:*

**LRSP 0310 Leadership, Intuition and Creativity (3 credits)**

Utilizing tools drawn from the arts, sciences, and social sciences, this course explores the methods and practices used by innovative and creative individuals to solve complex managerial and organizational problems.

**LRSP 0341 Managerial Accounting (3 credits)**

This course focuses on the collection, analysis, interpretation and application of accounting data used by managers to plan and control organizational operations. Topics include cost-volume-profit relationships, activity-based costing, operational and capital budgeting, financial statement analysis.

**LRSP 0430 Human Resource Management (3 credits)**

Prerequisite: LRSP 0300 or 0330.

This course examines the fundamental principles and practices of human resource management, including recruiting, hiring, orienting, training, developing, disciplining, rewarding and recognizing employees. Current legal issues are presented and addressed from a practicing manager's perspective. The evolving strategic role of human resource professionals and HR practices are delineated and discussed.

**LRSP 0432 Managing a Diverse Workforce (3 credits)**

Prerequisite: LRSP 0430.

This course provides students with an overview of changing workforce demographics. Students examine issues such

as race, gender, age, education, nationality, ethnicity, and their implications for organizational performance.

**LRSP 0450 Project Management (3 credits)**

Prerequisite: LRSP 0320.

This course provides an overview of project management, principles, methods, tools and techniques available to assist managers in planning, implementing and controlling projects. Practical projects and the implications for managers are addressed.

**BPST 0304 Professional Ethical and Legal Issues**

(3 credits)

Students will examine, analyze and explore principles of ethics. Topics include ethical and legal dilemmas and the exploration of cultural, linguistic, legal, and philosophical models that provide strategies for application in the global workplace.

**Society for Human Resource Management Certification Course**

MWC's James Monroe Center is proud to be one of the selected Society for Human Resource Management's (SHRM) College and University Partners authorized to offer the SHRM HR Certification Course. This three-credit, thirty-five hour course is taught by certified and experienced HR professionals so participants acquire the most up-to-date knowledge and the lessons of experience, and it is designed for individuals:

- Seeking an overview of the field and continued professional development
- Preparing to take the national Human Resource Certification Institute (HRCI) certification exam to meet the Professional or Senior Professional credentialing requirements

Topics include management practices; general employment practices; staffing; human resource development; compensation and benefits; employee and labor relations; and, health, safety, and security. As a professional development tool this course will increase participants' knowledge of the most current HR practices and enhance the probability of passing the HRCI Certification Exam.

The SHRM Human Resource Certification Course (SHRM 0430A) is conducted in the fall and spring of every year. For specific dates and times, please see the MWC Schedule of Courses. If you plan to sit for the HRCI Certification Exam, you must confirm your eligibility, register, and pay in advance. Call HRCI at 703/548-3440 or visit SHRM's website at [www.shrm.org/hrci](http://www.shrm.org/hrci).

**Windows 2000 Certification**

**Microsoft Certified Systems Engineer (MCSE)**

MWC's James Monroe Center has entered into a unique strategic alliance with a Microsoft Certified Technical Education Center. Through this alliance, the Center is proud to offer the courses that prepare IT professionals for one of the most valuable professional certifications - the Microsoft Certified Systems Engineer (MCSE).

The James Monroe Center program complies with rigid industry standards. Students will receive a high quality educational experience--the kind that Mary Washington College is known for--and are guaranteed that the Center will provide the curriculum, equipment, and instructors in accordance with Microsoft's strict standards.

**For IT professionals *new* to Windows 2000:**

- 2151 MS Windows 2000 Network & Operating System Essentials
- 2152 Supporting MS Windows 2000 Professional and Server
- 2153 Supporting a Network Infrastructure using MS Windows 2000
- 2154 Implementing and Administering MS Windows 2000 Directory Services
- 1561 Designing a MS Windows 2000 Directory Services Infrastructure

2010 Designing a MS Windows 2000 Migration Strategy  
1562 Designing a MS Windows 2000 Networking Services Infrastructure

IT professionals *new* to Windows 2000 must pass five exams within the core requirements, and must pass two exams within the elective requirements.

**For IT professionals *with experience* in Windows NT:**

1560 Updating Support Skills from MS Windows 2000 NT 4.0 to MS Windows 2000 -- *40 hours*  
1561 Designing a MS Windows 2000 Directory Services Infrastructure -- *24 hours*  
2010 Designing a MS Windows 2000 Migration Strategy -- *32 hours*  
1562 Designing a MS Windows 2000 Networking Services Infrastructure -- *16 hours*

IT professionals with Windows NT experience may upgrade to Windows 2000 certification by passing two exams within the core requirements, and must pass two exams within the elective requirements.

**Technology Academy**

The Technology Academy offers non-credit programs and courses to help individuals stay abreast of emerging technologies and gain new knowledge in order to remain competitive as well as productive. These programs include:

**Microsoft Certified Systems Engineer -- Windows 2000**

The Microsoft Certified Systems Engineer credential is the premier certification for professionals who analyze the business requirements and design and implement the infrastructure for business solutions based on the Windows 2000 platform and Microsoft server software. Implementation responsibilities include installing, configuring, and troubleshooting network systems.

**A+ Certification**

This program is designed specifically for any individual interested in demonstrating the knowledge, technical expertise and other related skills essential for successful entry-level computer service technicians, as defined by experts from companies across the industry. Many businesses require this certification because the majority of hardware vendors will allow only A+ Certified Technicians to perform warranty service.

**Net+ Certification**

Net+ certifies the knowledge and experience needed to configure and install the TCP/IP Client. Major computer hardware and software vendors, distributors, resellers and publications support the program.

**i-Net+**

i-Net+ certification targets individuals interested in demonstrating the baseline of technical knowledge that would allow them to pursue a variety of Internet-related careers. The i-Net+ exam was specifically designed to certify entry-level Internet and e-commerce technical professionals.

Corporate training in Microsoft Office applications (Word, Excel, PowerPoint, Access, FrontPage and Outlook)  
Microsoft Project

For more information, contact Lynn Hamilton: [lhamilton@mwc.edu](mailto:lhamilton@mwc.edu) or 540/286-8000.

**Graduate Certificate in Information Security**

The Graduate Certificate in Information Security (18 semester credits) is available to those whose position requires the knowledge and skills provided by the concentration, but who do not want to pursue the MBA. Completion of the certificate requirements does not ensure acceptance into the MBA program.

The certificate courses are taught 100% on-line in conjunction with the System Administration and Network Security (SANS) Institute. For current courses and tuition, see the *MWC Schedule of Courses*.

To be considered for the certificate, the applicant must:

Submit a completed application to the *Information Security Certificate Program*

Submit the nonrefundable application fee

Submit official transcripts indicating completion of a baccalaureate degree from a regionally-accredited college or university

Complete the following courses, which are described under MBA curriculum:

MBUS 511 Information Security: Level I (3 credits)

MBUS 540 Internet Protocol (IP and Firewalls) (3 credits)

MBUS 541 Intrusion Detection (3 credits)

MBUS 543 Incident Handling and Malicious Code (3 credits)

MBUS 544 Windows Security (3 credits)

MBUS 545 UNIX Security (3 credits)

## Rules & Regulations

### Degree Programs

#### Admission

Current admission requirements and standards for all degree programs are published in the MWC Admissions catalogue. Degree students are classified as individuals who have been officially accepted into a degree program. The admissions process requires official transcripts from all previously attended institutions, including high school. Students are responsible for becoming familiar with and fulfilling the requirements for their degree or certificate program.

#### Undergraduate & Graduate programs

#### Advance Registration

Students in good standing who are currently enrolled as degree-seeking students may continue their enrollment for the subsequent semester by pre-registering during Advance Registration as scheduled by the Registrar.

#### Undergraduate & Graduate programs

#### Application

To become an official candidate for a degree, students must complete the appropriate application form, which must be submitted one year prior to JMC graduation. No student is considered a degree candidate until the appropriate application has been officially filed. Students planning international study the semester immediately preceding intended graduation must submit the application at least one year in advance.

#### Undergraduate & Graduate programs

#### ACE (American Council on Education)

Selected Mary Washington College and the James Monroe Center degree programs recognize selected credit earned/awarded through experience and coursework as evaluated by The American Council on Education. This includes corporate and military training as well as coursework and training completed through various other recognized professional schools and programs. Credit award determinations are made in accordance with the academic policies and procedures that govern Mary Washington College and the James Monroe Center. Some ACE credit, while recognized as valuable learning and valuable experience, may not be considered relevant to the aims of the College and its degree programs, and therefore is ineligible for credit award. All ACE credit is considered transfer credit.

#### CLEP (College Level Examination Program)

The CLEP program is administered by the College Board and individual exams are available throughout the year.

There are two types of CLEP exams: the five general exams--English composition, humanities, mathematics, natural sciences, and social sciences/history--and more than forty subject-specific exams. The tests are given throughout the year at the James Monroe Center for Graduate and Professional Studies. Credit is awarded for the general examinations and appropriate subject examinations when the scores earned are in the 50th percentile or higher, i.e., the *total* score must be 50 or higher. Credit award determinations are made in accordance with the academic policies and procedures that govern Mary Washington College and the James Monroe Center. Some CLEP credit, while recognized as valuable learning and valuable experience, may not be considered relevant to the aims of the College and its degree programs, and therefore is ineligible for credit award. All CLEP credit is considered transfer credit.

#### **Undergraduate program only**

##### **Commencement**

Degrees are conferred and diplomas awarded during commencement at the conclusion of the spring semester. Students who complete degree requirements during the summer or fall semesters receive a letter stating that the degree requirements have been completed and that the degree will be conferred at the following commencement. All official degree candidates are expected to attend Commencement exercises. If attendance is not possible, a degree candidate must request, in writing, permission from the Vice President of Academic Affairs to graduate in absentia. This request should include the reason for absence and provide an address for the mailing of the diploma. The request must be presented to the Vice President of Academic Affairs at least two weeks before Commencement.

Participation in Commencement exercises is limited to those official degree candidates who have completed all degree requirements. All final grades for all courses (Mary Washington College, James Monroe Center and transfer) must be on record and the record approved for graduation by an official of the College before a student will be permitted to participate in the graduation ceremony.

#### **Undergraduate & Graduate programs**

##### **Continuance after Dropping Out or Not Returning for One or More Semesters**

Students whose cumulative grade point average is at least 2.0 (based only on MWC coursework) are eligible to apply for continuance by submitting a pre-registration request during Advance Registration. However, students who are not on Leave of Absence and who are out for one or more semesters must comply with any academic changes in degree requirements made during their absence unless they have an approved Degree Plan on file in the JMC Office of Advising Services.

Students with a cumulative grade point average of less than 2.0 (based only on MWC and JMC coursework) who withdraw during the semester are not assured of continuance at MWC. They must petition the James Monroe Center Board on Academic Standing for permission to re-enroll. (See **Readmission** in this section).

#### **Undergraduate program only**

##### **Continuance after Interrupted Enrollment**

Students who interrupt their enrollment for one or more semesters and who have not been approved for a Leave of Absence, or whose Leave of Absence has expired, must be cleared for re-enrollment and complete the appropriate re-enrollment forms through the Office of Academic Advising Services before allowed to register for additional courses. If the cumulative grade point average at the time of the interruption in academic study is less than 2.0, a petition for re-enrollment must be submitted to the James Monroe Center Board on Academic standing for permission to re-enroll for a specific semester. (See **Probation/Suspension**).

Students who interrupt their enrollment for five years or more must re-apply for admission through the Office of Admissions. If the cumulative grade point average was less than 2.0 at the last date of attendance, and the student is seeking Academic Bankruptcy, permission for Academic Bankruptcy must be granted through the Office of Academic Advising Services prior to re-admission or admission to a degree program.

Students who are on approved leave for five years and have an approved Degree Plan will be allowed to re-enroll and continue with degree requirements in effect prior to their approved absence, provided the College continues to offer the previously approved programs and courses. If the previously approved Degree Plan programs and/or courses are no longer available, the appropriate academic department will identify and provide reasonable substitutions. Students who do not have an approved Degree Plan must comply with any changes in degree requirements and academic regulations enacted during their absence. (See **Readmission**).

#### **Undergraduate program only**

### **Continuance after Leave of Absence**

Students on approved Leave of Absence may continue their Mary Washington College enrollment in the semester immediately following the approved Leave of Absence (without altering their degree requirements) by pre-registering for classes during Advance Registration. (See **Leave of Absence**).

**Undergraduate and Graduate programs**

### **Continuance after Suspension**

Academically suspended first-time students who wish to continue must petition the James Monroe Center Board on Academic Standing for permission to re-enroll for a specific semester. If the petition is approved, the Board will extend a readmission contract to the student. After formally accepting the contract, the student is eligible to continue as specified. (See **Probation/Suspension**).

**Undergraduate program only**

### **Continuance after Withdrawal During the Semester**

At the time of withdrawal, students who have a cumulative MWC grade point average of *at* least 2.0 can file a Leave of Absence, and if filed, students are assured continuance at MWC. If a Leave of Absence is not filed, students will still be eligible for continuance by requesting Advance Registration for the subsequent semester. However, if students do not enroll during the subsequent semester, they must comply with academic changes made during their absence unless they have an approved Degree Plan on file in the JMC Office of Advising Services.

Students with a cumulative grade point average of less than 2.0 (based only on MWC and JMC coursework) who withdraw during the semester are not assured of continuance at MWC. They must petition the James Monroe Center Board on Academic Standing for permission to re-enroll. (See **Readmission** in this section).

**Undergraduate program only**

### **Continuance While on Academic Probation**

Students placed or continued on academic probation may continue their enrollment at Mary Washington College for twelve subsequent semester credits following the academic probation action. After completing these twelve semester credits, students' academic status will be reviewed and appropriate academic action will be taken.

**Undergraduate program only**

### **Credit by Examination**

Enrolled, degree-seeking students may request a special examination from any department on any course for which an examination is appropriate. If a student passes the examination with a grade of 'C' or better, the course and grade of CR will be recorded on the student's permanent academic record to indicate credits earned, but quality points will not be awarded. If the student earns less than a 'C' on the examination it is considered a failure. If the examination is failed, a grade of CI will be recorded. Should the latter occur, the student must enroll in the course in the next semester it is offered. The student's earned grade, with the attendant quality points will replace the grade of CI. Should the student not enroll, the CI will be converted to the grade of F. See the current *Mary Washington College Catalogue* for credit-by-examination fees.

Credits earned through credit-by-examination may apply to major program, general education, or elective requirements. Credit-by-examination is not available for seminar, individual study, laboratory courses, selected technology, and certain courses that require a practicum or a research project. Students may not use credit-by-examination for any course the student is or has been enrolled in. Credit-by-examination is only available for courses listed in the current *Mary Washington College Catalogue* and/or the current *James Monroe Center Catalogue*.

**Undergraduate program only**

### **Degree Application**

The Degree Application must be submitted to the Office of the Registrar one year prior to the anticipated graduation date. While all other degree requirements may have been met, no student is allowed to graduate unless this application has been filed appropriately. Degree applications are available in the Office of Academic Advising Services or in the Office of the Registrar.

**Undergraduate & Graduate programs**

### **Degree Plan**

The Degree Plan itemizes and allocates credits already earned, lists the coursework to be completed and indicates an approximate timetable for completion of the BPS degree. After the student earns 70 semester hours of credit, the Degree Plan must be completed and approved by the student, the faculty advisor, and the Office of Academic Advising Services. The Degree Plan cannot be approved unless submitted in the proper format. Students may download an electronic version or secure a hardcopy of the Degree Plan form by contacting the Office of Academic Advising Services.

#### **Undergraduate program only**

### **Degree Requirements**

Students are subject to degree requirements in effect at the time of acceptance into the program. To graduate, students must satisfy all stated curriculum requirements. Additionally, students must 1) submit a Degree Plan for approval upon earning 70 semester credits; and 2) file a degree application with the Office of the Registrar a year prior to graduation. Students who interrupt the pursuit of their degree without an approved Leave of Absence and/or Degree Plan, including suspension, for five years or more must complete the requirements in effect at the time of re-enrollment.

#### **Undergraduate program only**

### **Home Campus**

The home campus is defined as the campus through which a student registers for programs or courses and receives advising support. The James Monroe Center programs include the College's programs designed specifically for adult students as described in this catalogue. Students enrolled in the Commonwealth Graduate Engineering Brokered Program choose their home campus in order to receive the appropriate degree.

#### **Undergraduate & Graduate programs**

### **Leave of Absence**

Degree students who cannot continue their program of study but wish to return after a given period of time away must request an official Leave of Absence by contacting the Office of Academic Advising Services.

Degree students who do not request such a leave, who do not have an approved Degree Plan, and who fail to register for ten contiguous semesters (excluding summers), will be subject to review by the James Monroe Center Board on Academic Standing and are subject to the catalogue requirements at the time of readmission.

#### **Undergraduate and graduate programs**

Degree students who leave the institution with an approved Leave of Absence may return to study and continue their degree program as specified in the catalogue in effect at the time of their initial admission to the program in accordance with the approved leave dates. Degree students who do not attend classes at MWC/JMC, and for a specific period of time attend courses at another institution, must also request a Leave of Absence to remain on active status in their degree program.

#### **Undergraduate program only**

### **Portfolio (Credit for Life/Work Experience)**

The portfolio system is designed to award college credit for applicable college-level learning acquired through non-academic experiences. Learning documented in the portfolio must be equivalent in scope and complexity to what students learn in college classrooms. Hence, the portfolio system is a way of recognizing experiential learning, which is genuinely equivalent to college classroom learning. All credit earned through portfolio assessment must be measurable or verifiable by a qualified, formally appointed assessor and is considered transfer credit.

While a great deal is learned from life's experiences (i.e. marriage, parenthood) these experiences do not automatically translate into college credit; a portfolio must present what you have learned in such a way that the assessor can identify and measure it. While most adults can do a great many complex things – such as fill out income tax forms, balance checkbooks, and vote for presidential candidates – JMC and Mary Washington College will not award college credit for normal adult competencies.

Students who want to present a portfolio must be seeking a Mary Washington College degree and are required to enroll in and satisfactorily complete PORT 101: Portfolio Development. This course carries one semester credit and

is offered three times a year. The course defines the kind of learning a portfolio can present successfully, provides a detailed outline of the portfolio format, and offers each student specific instruction in the assembly of the initial stages of his/her portfolio. It also outlines additional methods, other than the portfolio, for providing documentation of experiential learning for college credit. Further information about the course can be obtained from the JMC Office of Advising Services.

The usual ceiling for portfolio credit awards is fifteen semester credits; in exceptional cases the award can be as high as thirty, but exceptional cases are just that, exceptional. Students enrolled in the Bachelor of Professional Studies program, due to the nature of the program and changing technology, should not include knowledge and experiences older than six years (exceptions will be considered on an individual basis). Students submitting portfolios for assessment in the BPS program may include all knowledge and experience that is applicable regardless of the age of that knowledge and experience. Students may submit as many portfolios as they like. Currently, the assessment fee for each portfolio is \$100. Portfolios should not exceed 250 pages.

Portfolios **must** be submitted prior to accumulating 90 hours of transfer credit. Transfer credits (including a combination of credits from other accredited institutions, standardized tests, portfolio, military, CLEP and ACE) may not exceed 90 semester hours.

Portfolios **must** be submitted to the Office of Academic Advising Services within 12 months of completion of the portfolio course, and must be submitted prior to the student's final semester in the degree program. Credits awarded may be used to satisfy general education requirements, elective credit requirements and selected major credit requirements. NOTE: The student's mentor/advisor and the JMC Office of Advising Services must approve all major credit.

Because there is a significant amount of work involved in preparing a portfolio, with no guarantee of successful outcome, students should discuss the prospect at some length with their faculty mentors and with an advisor in the JMC Office of Advising Services. If the decision is made to pursue credit awards through the portfolio process, permission to enroll in PORT 101: Portfolio Development must be secured from the Office of Advising Services.

After entering the BPS program, students must earn a minimum of 30 semester credits at MWC. These courses may be through traditional coursework, internships, or independent study. Students may receive BPS resident credit for MWC courses completed during the summer and semester immediately prior to entering the BPS program.

#### **Undergraduate program only**

#### **Readmission**

All Mary Washington College degree-seeking students in good academic standing who enroll each semester, without interruption, are considered continuing students. The students maintain this status by completing Advance Registration each semester through the Office of the Registrar.

Students who do not remain continuously enrolled are subject to the College's readmission policies. Students who meet any of the following criteria must request readmission in writing from the James Monroe Center Board on Academic Standing.

1. Students with a Mary Washington College cumulative grade point average below 2.0 who voluntarily withdrew from the College during the previous semester
2. Students on academic probation who voluntarily withdrew from the College during any previous semester
3. Students on academic suspension
4. Students who have served a period of suspension and did not re-enroll during the semester immediately following the conclusion of their suspension
5. Students with a Mary Washington College cumulative grade point average below 2.0 who voluntarily interrupted their enrollment for one or more semesters
6. Students on official Leave of Absence who did not enroll during the semester immediately following the conclusion of the approved leave period.

The Board also considers appeals by students concerning the duration of academic suspension and has the authority to establish and enforce readmission contracts.

#### **Undergraduate program only**

Resident credit is Mary Washington College and James Monroe Center coursework that is used toward a MWC degree. Resident credit can be awarded through traditional courses, internships, and independent study. Consult individual degree program descriptions to determine resident credit requirements.

#### **Undergraduate & Graduate programs**

#### **Speaking Intensive**

This report presents the recommendations of the *Ad Hoc* Speaking-Intensive Committee for structuring the College's recently adopted speaking across-the-curriculum requirement. Future Mary Washington College students, presumably starting with the entering class in the Fall of 1997, will have to complete two Speaking-Intensive courses as part of their graduation requirements. These courses will use speaking activities appropriate to the subject matter and the goals of the course as a means to increase student learning in the course and to develop oral communication competence. To be designated as speaking-intensive, a course must address the objectives stated for Speaking-Intensive courses that are appropriate to the goals of the course. At a minimum, the course must:

1. Use required and graded student speaking assignments that are an integral part of the pedagogy of the course.
2. Provide students with a body of communication principles and theory relevant to the speaking activities employed in the class.
3. Use a developmental approach, offering students more than one speaking opportunity and providing students with guidance as they prepare to speak.
4. Provide students with individual feedback (from the course instructor) about their grasp of course content and effectiveness in expressing it as revealed through speaking activities in the course.
5. Have an enrollment of no more than 25 students or no more than 20 if the course will be both Speaking-Intensive and Writing-Intensive.

On-going faculty development opportunities and instructional support will be available for teachers interested in offering speaking intensive courses. Students would have access to a Speaking Resource Center, which would offer informational materials about effective speaking, video taping services (enabling students to practice presentations), and trained peer tutors.

#### **Undergraduate program only**

#### **Technology Proficiency**

Beginning with the Fall 2001 semester, all JMC students who are admitted and who are enrolled in degree programs will be required to demonstrate Information/Library Literacy and Technology Proficiency. Academic success will increasingly rely on proficiency in technology and the goal of this requirement is to prepare students for the demands of an increasingly technological society as well as have them demonstrate the information literacy and technology proficiency necessary to meet degree-appropriate institutional academic requirements. It is expected that students will surpass the basic computing skills and use the College computer network to send and receive information (e-mail and Blackboard); create and revise word-processed documents; create and revise spreadsheets containing formulas for data collection and analysis; and electronically locate topically relevant information using College library sources, the Internet and the World Wide Web.

#### **Undergraduate & Graduate programs**

#### **Transfer Credit After Matriculation**

Students admitted to degree programs at JMC may use courses taken at other college and universities to meet MWC degree requirements by obtaining prior approval from the Director of Academic Advising Services. All transfer courses must be approved in advance in order to receive transfer credit. Courses to be counted in the major program must also be approved by the student's major advisor, who helps the student select coursework related to major requirements at MWC. Pre-approved transfer credit will be applied to a JMC degree only if the Office of the Registrar receives an official transcript of that coursework by the College's final deadline. Students should consult the Office of Academic Advising Services for specific information about transfer credit deadlines.

All applicable CLEP credit is considered transfer credit; all ACE credit is also considered transfer credit.  
**Undergraduate & Graduate programs**

#### **Transfer Credit Before Matriculation**

Transfer credit will be awarded only for previously completed graded course work taken at an accredited college or university and for credits completed as part of a prior MWC degree program in which a grade of "C" or better has been earned. All credit must represent college level course work relevant to the degree, with content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in JMC degree programs. No more than a total of 90 transfer will be accepted toward any JMC degree. Mary Washington College and James Monroe Center students who have earned more than 30 credits hours at MWC/JMC may not transfer into in a different degree program or enroll in a new degree program unless they have not actively pursued studies in the undergraduate degree program as a student (degree or non-degree status) for a period of one year prior to the admission into the subsequently requested degree program.

In assessing this equivalency, JMC will use a combination of recognized guides, internal policies and faculty expertise to assist in the evaluation of previously completed course work. All applicable CLEP credit is considered transfer credit; all ACE credit is also considered transfer credit.

#### **Undergraduate & Graduate programs**

#### **Virginia Community College System Articulation Agreement**

Transfer students who have earned a VCCS Associate of Arts (AA), Associate of Science (AS), or Associate of Arts and Science (AA&S) prior to matriculation at Mary Washington College have fulfilled lower-division general education requirements (this does not include across-the-curriculum degree requirements). Students who have earned a general studies associates degree or an applied sciences associates degree, or students who have earned 60 semester credits but have not earned the associate's degree, must meet specific general education requirements in English competence, humanities, social science, natural sciences and math, and communications arts, as specified in the *JMC Academic Catalogue*.

#### **Undergraduate program only**

#### **Writing Intensive**

A Writing Intensive course must require at least twelve pages of clear prose in formats appropriate to the discipline involved – essays, laboratory reports, translations, creative writing, letters, etc. This requirement must be broken into a minimum of three assignments, reasonably spaced throughout the course, each of which should be marked and returned promptly with constructive comments. Though one essay test may be counted as one of these assignments, the final examination may not since it cannot be returned during the semester. Besides this minimum requirement of writing to be graded, a WI course may and perhaps should require much informal, ungraded writing designed to further enhance students' understanding of and appreciation for course material and to prepare them for the course's formal writing.

A Writing Intensive course must also provide instruction in writing appropriate to the subject or discipline and to the writing tasks assigned. At the very least, "appropriate instruction in writing" should involve clearly defined assignments, including clear statements of the goals and requirements of each assignment; helpful commentary on each student's written work; and some discussion in class of writing before each assignment is due and after it is returned. In addition, the teacher might provide guidance by assigning a writing test, conducting mini lessons on writing and distributing hand-outs on writing, conferring with students individually or in groups about drafts of their papers, critiquing early drafts of papers or having the students critique one another's, and encouraging or requiring students to seek help from the Writing Center.

Although preferred writing styles, formats, and tasks may vary from one discipline or field to another, the fundamentals of good writing are common to all disciplines and should be stressed in all Writing Intensive courses. Those fundamentals include the following:

- Adherence to the assigned task.
- Clear, sufficient, but limited purpose.
- Solid development of purpose or thesis, with relevant and ample supporting detail.

- Freshness of thought.
- Focus (no wandering from the stated purpose of thesis).
- Organization suitable to the task.
- Straightforward, clear style.
- Standard grammar, spelling, use of language, and punctuation.
- Correct and appropriate documentation (when documentation is needed).

#### **Undergraduate program only**

### **Certificate and Non-Degree Programs**

#### **Certificate Programs**

Certificate programs focus on specific areas of knowledge and/or skill and contain a specified number of courses and semester credits to meet the occupational, professional, or personal improvement needs of well-defined audiences. Completion of such programs demonstrates that individuals have acquired competency in concentrated areas of study.

#### **Certificate Requirements**

Students are responsible for understanding and fulfilling the requirements for their certificate program. Students are subject to certificate requirements in effect at the time of acceptance into the program. To receive a certificate, students must satisfy all stated curriculum requirements.

#### **Non-Degree Status**

Students who enroll in courses but have not been accepted into any degree-granting program or certificate program are defined as non-degree seeking students. The same academic rules, regulations, and procedures govern non-degree students. No more than 30 non-degree MWC and/or JMC semester credits will apply to a degree program. Please see individual program policies for application of non-degree credit for JMC graduate programs.

### **Registration**

#### **Add, Course**

Students may add courses during the official add period after the initial registration. The official course add period is published in the *Schedule of Courses* booklet each semester.

#### **Undergraduate & Graduate programs**

#### **Audit**

Students may attend a course but receive no academic credit by completing the audit registration process and paying the appropriate fees. Auditing of courses is permitted in non-restricted courses on a space available basis. Audit registration procedures, dates and costs are published in the *MWC Schedule of Courses*.

#### **Undergraduate & Graduate programs**

#### **Corequisite**

Corequisite courses are two or more courses that must be completed concurrently.

#### **Undergraduate & Graduate programs**

#### **Directed Study**

Degree or certificate students may undertake a Directed Study to investigate a topic that is not covered by course offering for academic credit. Permission for a Directed Study project is granted by the Program Director of each area of study. Students register for Directed Study projects with the Office of the Registrar or at the JMC Office of Advising Services by completing a Directed Study form signed by the supervising faculty member and the Program Director. Permission for a Directed Study may be granted if there is an appropriate faculty member available to guide the student's work. Non-degree students may not enroll in Directed Study.

#### **Undergraduate & Graduate programs**

### **Drop, Course**

Students may drop courses before classes begin without financial or academic penalty. However, once classes begin, students may drop a course up to the time when one-third of the course has passed, and students are financially obligated for courses dropped during the first one-third of the course. The amount of refund, if any is based on the refund schedules published in the *MWC Schedule of Courses*. Non-attendance in a course does not constitute a course drop; a course drop is official only if the student has completed the course drop process through the Office of the Registrar.

Courses cannot be dropped after the published deadlines. Courses that are taught in short time frames or that have either beginning or ending dates which are different from the beginning or ending dates of the regular full academic semester will have published drop/withdrawal guidelines specific to the dates of the course.

Students who drop all registered courses must withdraw from the college (See **Voluntary Withdrawal**).  
**Undergraduate & Graduate programs**

### **Internship**

Mary Washington College offers students academic and professional internships, allowing qualified individuals opportunities to work in positions where they may apply and expand their knowledge under expert guidance. Academic departments and Programs supervise the interns and award academic credit (typically three credits) for the experience. No more than six internship credits may count toward the minimum number of credits required in a major or concentration. Only degree-seeking students who have transferred/accumulated at least 45 credit hours toward the degree with at least 12 credit hours completed at Mary Washington College with an overall 2.5 GPA are eligible to participate in the internship program. Graduate students must have completed a minimum of 6 semester credit hours in James Monroe Center coursework and have earned a 3.0 GPA or higher as a degree student to be eligible for an internship position. Prior to beginning an internship, a student must contact the sponsoring department and the Office of Academic Advising Services for approval procedures.

Students who wish to do an internship at an agency where they already have completed an internship, or at an agency where they have been employed or volunteered, or in an administrative office on campus, must seek approval from the Program, Director of Academic Advising Services and the Director of Career Services. Instructions for these special approval internships are available in the Office of Academic Advising Services.

### **Undergraduate program only**

### **Load, Course**

Student load definitions as determined by the Veterans Administration and the U. S. Department of Education are:

#### **Undergraduate**

|           |                      |
|-----------|----------------------|
| full time | 12 or more credits   |
| part time | less than 12 credits |
| 3/4 time  | 9 credits            |
| 1/2 time  | 6 credits            |

#### **Graduate**

|               |                     |
|---------------|---------------------|
| full time     | 9 or more credits   |
| part time     | less than 9 credits |
| 3/4 time      | 6 credits           |
| more than 1/4 |                     |
| less than 1/2 | 3 credits           |

### **Numbering, Course**

A four-letter discipline code plus a three-digit number delineating the course level identify courses. Courses numbered below the 100 level generally do not carry credit that may be applied to a degree. Lower level undergraduate courses are numbered in the 100's and 200's and are typically introductory courses requiring little or no prior study in the field. Upper level undergraduate courses are numbered in 300's and 400's and require some

previous course work in the field or a level of competence in the subject. Courses offered at the 500 level are advanced undergraduate or graduate level courses. Courses that are numbered in the 800's and 900's are non-degree professional development courses either at the pre-or post-baccalaureate level. These courses cannot be used toward the completion of any of the James Monroe Center degree programs.

#### **Undergraduate & Graduate programs**

##### **Overload**

Continuing degree-seeking and certificate program students in good standing may not be enrolled in more than 18 credit hours for any single semester (students on probation, no more than 15) without receiving permission. Non-degree students may not register for more than 11 credits in any single semester without permission. Permission for an overload is given only on the basis of academic performance, never simply to provide for acceleration toward the degree. If a student has a cumulative grade point average of 3.0 or the same for the most recent semester at JMC, an advisor in the office of Academic Advising Services can give permission for 19 credits. If a student does not have a 3.0, or wants to take 20 or more credits, justification for the request must be presented and written permission must be obtained from the Director of Academic Advising Services. All students must have a documented earned MWC/JMC grade point average before overload requests can be considered.

#### **Undergraduate program only**

##### **Prerequisite**

A course that is required to be completed before enrollment in another course is considered a pre-requisite course. All required preceding courses are the prerequisite courses. Prerequisite courses must be taken in the appropriate sequence to count toward graduation. No student may enroll in a course with required prerequisites unless the prerequisite courses have been successfully completed, or waived by the Program Director or Department Chair. The appropriate Program Director will resolve prerequisite rule violations.

#### **Undergraduate & Graduate programs**

##### **Repeating**

Students may repeat a course to improve a grade of C - or lower with permission of the Director of Academic Advising Services. Although both the initial grade and the new grade will appear on the permanent record, students will not be charged with additional credits attempted, but will receive any additional quality points earned over and above those already recorded. Therefore, the GPA can be improved since the new grade will count in the computation.

Students may not repeat a course which is prerequisite or introductory to a previously completed course. A repeated course must always be taken for graded credit and not on a pass/fail basis.

#### **Undergraduate & Graduate programs**

Only courses repeated at Mary Washington College can improve students' GPA. Courses taken and passed with grades of C or better at other institutions to make up credits for a failed JMC course will be recorded as transfer credit, but the permanent academic record will still include the quality points from the failed course. All transfer courses must receive pre-approval from the JMC Office of Academic Advising Services.

##### **Restricting Courses Repeated During the Same Semester**

Students who earned a grade of C- or below in a course may not repeat that course within the same semester.

#### **Undergraduate & Graduate programs**

##### **Schedule, Course Offering**

The Office of the Registrar maintains the official listing of courses offered each semester. All JMC courses adhere to Southern Association of Schools and Colleges' accreditation guidelines and provide contact hours commensurate with the semester credits earned.

#### **Undergraduate & Graduate programs**

##### **Section Change**

Students may officially change sections of a course during the add period (usually the initial week of the course) by dropping one section and adding the new section of the course in accordance with Office of the Registrar procedures. Attending the new section and not attending the old section does not constitute a change of section. Section

changes are official only if the student has completed the course change process. The official last day to change sections is published in the *MWC Schedule of Courses*.

#### **Undergraduate & Graduate programs**

##### **Semester Credit**

A semester credit is the College's recognized unit of instructional contact between faculty and students. A three-credit semester course meets for thirty-five (35) contact (or clock) hours.

#### **Undergraduate & Graduate programs**

##### **Undergraduate Requests for Graduate Courses**

An undergraduate student who has attained senior status or program honors may carry graduate courses for undergraduate credit provided the student 1) has earned either an overall cumulative grade point average of 3.0; and 2) carries a course load of no more than 15 semester hours; and 3) has the advance approval of the Dean, the program director, and the instructor offering the course, prior to registration. All registration paperwork must be certified through the Office of Academic Advising Services prior to submission to the Office of the Registrar. For credit toward an undergraduate degree program, undergraduate students may complete no more than 6 semester graduate credit hours.

##### **Withdrawal, Administrative**

The administrative withdrawal of a student from a given semester is an action required as a result of either a disciplinary or Honor violation and is not a voluntary action taken by the student. Such withdrawals are noted on the student's permanent record, including whether the student is eligible to return to study.

#### **Undergraduate & Graduate programs**

##### **Withdrawal, Individual Course**

Students may withdraw from a course until the mid-point of the course. However, any financial refund will be determined based on the withdrawal date. After the first third of the course, a grade of W will be recorded on the permanent record. Students are required to obtain approval from the Assistant Registrar for Degree Audit. Students may not withdraw from courses after the deadlines published in the *MWC Schedule of Courses*.

#### **Undergraduate & Graduate programs**

##### **Withdrawal, Voluntary**

Regardless of the date, students who wish to drop all of their courses are voluntarily withdrawing from study for that semester. Such withdrawals must be completed by the last day of class for the session or semester. If students have received grades in a completed session of the semester, they may not withdraw. In this case students may drop courses registered for in the upcoming or current session; however, grades received for courses in completed sessions will be recorded as part of the student's permanent academic record for the semester.

#### **Undergraduate & Graduate programs**

Students must complete a withdrawal form and obtain the required approvals. Students must pay any outstanding financial obligations before the withdrawal can be completed. Degree students who withdraw may return to study in subsequent semesters within 5 years if their cumulative grade point average is 2.0 or better (See **Readmission**). Any refunds due at the time of withdrawal are based on the refund schedule for the semester published in the *MWC Schedule of Courses*. Such withdrawals are noted on the student's permanent record.

#### **Undergraduate program only**

### **Student Records**

#### **Confidentiality of Student Records**

All student information records maintained by the academic and administrative offices of the James Monroe Center are confidential. Only such information that is necessary to maintain appropriate business and academic procedures is maintained in the official student record. Mary Washington College and JMC officials may access student records for the purpose of conducting student business.

#### **Undergraduate & Graduate programs**

## **Directory Information**

The Mary Washington College Directory provides information about individual students which may be released to any individual inquiring about students. The following information is available as directory information about students attending JMC:

|                  |   |
|------------------|---|
| full name        | field of study                                |
| address          | dates of attendance                           |
| telephone number | degrees and awards granted by the institution |

All other academic information is considered confidential, non-directory information unless students authorize the Office of the Registrar, in writing, to release such information.

Students have the right to withhold directory information from any non-college individual while enrolled. Students may withhold such information by submitting a written request to the Office of the Registrar.

A parent, guardian, or spouse may not have access to any non-directory student information unless the student is claimed as a dependent for federal income tax purposes for the year preceding the period of enrollment, or if the student has filed a release in the Office of the Registrar providing access to another individual. Mary Washington College faculty and/or staff may have access to and use of student directory and student academic information for the purpose of conducting official business.

## **Undergraduate & Graduate programs**

### **Permanent Record**

The permanent record consists of the documents that are maintained for each student which must be kept in perpetuity either in hard copy or electronically. Examples include: admission applications (excluding letters of recommendation), any exception granted by the College, and records of disciplinary action. Students may view their permanent record, in accordance with the Family Education Rights and Privacy Act of 1974, by contacting the Office of the Registrar.

## **Undergraduate & Graduate programs**

### **Verification of Enrollment**

Verification of enrollment for a specified time period can be obtained from the Office of the Registrar by submitting a written request authorizing the release of the verification.

## **Undergraduate & Graduate programs**

## **Grading**

### **Appeal, Grade (Academic Dispute)**

If there is a dispute between a student and an instructor concerning a grading decision, every effort should be made by the two of them to resolve the matter. If the disagreement cannot be resolved, the student may request a review of this decision no later than the end of the subsequent semester, recognizing that the burden of proof is on the student.

In such cases, the following procedure is to be followed:

1. The student will submit a written statement of the dispute with supporting material, to the appropriate Program Director and the faculty member.
2. Within two weeks, the Program Director will review the dispute by consulting with the instructor, student, and other appropriate individuals. If agreement is reached at this level, the process ends.
3. If either party does not accept the recommendation of the Program Director, the Program Director will forward all material including the recommendation to the Dean of Graduate and Professional Studies.
4. The Dean will review the material submitted and will determine whether further consideration of the matter is

required. If further consideration is not required, the Vice President of Graduate and Professional Studies and Dean of the JMC Faculty will render a final decision. If the Dean deems that further consideration is needed, the matter will be referred to the JMC Board on Academic Standing to mediate the dispute. The James Monroe Center Board on Academic Standing shall consist of one member of the Academic Council, three full-time teaching faculty members, one member of the Academic Support Division, and a academic counselor from the JMC Office of Advising Services.

#### **Undergraduate & Graduate programs**

##### **Attendance**

Class attendance is a primary responsibility of students and regular and punctual class attendance is expected. While an occasional absence may be unavoidable, the student is responsible and accountable for any work missed, including tests, quizzes, assignments, and announcements made in that missed class. It is entirely at the discretion of the faculty whether to allow students who are absent to make up any missed work. Class participation may in itself be a criterion for grading; failure to participate due to being absent can be expected to affect a student's grade in the course.

#### **Undergraduate & Graduate programs**

##### **Grade Change**

Instructors may submit a grade change: 1) for students who have submitted work after completing the course requirements; 2) for a miscalculation resulting in an inappropriate grade; or, 3) to correct an error. Instructors may submit changes only during the semester immediately following the semester during which the grade was assigned. The Vice President of Graduate and Professional Studies and Dean of the Faculty, or Director of Academic Advising Services must approve all grade changes. Grades will not be changed after a degree has been conferred or a certificate has been awarded.

#### **Undergraduate & Graduate programs**

##### **Grade Type Change**

Students may change grade type (letter to P/F or P/F to letter) for a registered course from any time during the time period published in the *MWC Schedule of Courses*. After that time, the registered grade type will be the one used by the faculty to evaluate students' performance in the course. Pass/Fail grades may not be used to satisfy general education or major/concentration requirements.

#### **Undergraduate & Graduate programs**

##### **Incomplete Grade**

Incomplete grades are issued on a case-by-case basis when students cannot complete the assigned work and/or final examination for a particular course due to unforeseen circumstances (e.g., illness, natural disaster or family catastrophe). A grade of I is issued in lieu of an actual grade for the course. To secure permission for an incomplete grade, the student and faculty member must file an Incomplete Grade Contract clearly stating the reason for the incomplete, the work to be completed, and the due date. The Incomplete Grade Contract must be approved by the appropriate Program Director and filed with the Office of Academic Advising Services and the Office of the Registrar. If appropriate, students must drop any course for which the incomplete course is a prerequisite. Students must complete the coursework by the specified contract date, or a grade of F will automatically be applied to the course after the completion deadline has passed if the faculty member submits no other grade.

#### **Undergraduate & Graduate programs**

##### **Pass/Fail**

Students may choose to have their academic performance in particular courses evaluated on a pass/fail basis. No more than four courses may be taken pass/fail; courses taken pass/fail can only be used for elective credit and such courses cannot be used to fulfill major or general education requirements. Students may enroll in no more than one pass/fail course per session.

#### **Undergraduate & Graduate programs**

##### **Reports, Grade**

Official grade reports are sent to students from the Office of the Registrar at the conclusion of each academic semester.

MWC uses the following grading system to evaluate student academic performance in courses:

| grade | quality points | grade | quality points                | grade | quality points | grade | quality points |
|-------|----------------|-------|-------------------------------|-------|----------------|-------|----------------|
| A     | 4.00           | B+    | 3.30                          | C+    | 2.30           | D+    | 1.30           |
| A-    | 3.70           | B     | 3.00                          | C     | 2.00           | D     | 1.00           |
|       |                | B-    | 2.70                          | C-    | 1.70           | F     | 0.00           |
| W     | Course drop    | PA    | Pass                          |       |                | G     | Delayed grade  |
| I     | Incomplete     | FA    | Failure in a pass/fail course |       |                | NG    | Audit          |
| NC    | No Credit      | TR    | Transfer grade                |       |                | -     |                |

W, I, NC, PA, FA, TR, G, NG all result in 0.00 quality points

#### **Undergraduate & Graduate programs**

#### **Transcripts**

The transcript is the student's official academic record and is maintained by the Office of the Registrar. Transcripts list: (1) only those courses that students have registered for and completed, including courses from which the student has withdrawn; (2) transferred course work; and, (3) related comments such as honors notations, graduation dates, or probation/suspension notices.

Students may request a transcript of their academic record from the Office of the Registrar only upon written request and signed authorization by the student. Official transcripts may not be released for students who have a financial obligation to the institution. (Facsimile requests can be honored.)

#### **Undergraduate & Graduate programs**

## **Student Academic Progress**

#### **Academic Standing**

Evaluation of academic standing for full-time and part-time students is based on the total number of credits attempted (including AP credit, IB credit, CLEP credit, portfolio and transfer credits) and the MWC overall cumulative GPA. (Grades of PA, SA, UN, and W are not considered in calculating the Mary Washington College GPA.) In determining academic standing, the number of credits will include all accepted AP, IB, CLEP and transfer credits as well as MWC credits; the GPA, however, will be calculated on MWC credits only.

#### **Undergraduate & Graduate programs**

#### **Alpha Sigma Lambda Adult Honor Society**

Alpha Sigma Lambda, an adult honor society, is dedicated to the advancement of scholarship and recognizes high scholastic achievement in adult students' careers. By so doing, this society encourages adults to continue toward and earn associate and baccalaureate degrees. Requirements for the election of students to membership are in accordance with the standards prescribed in the National Constitution of Alpha Sigma Lambda.

1. Candidates must have attended Mary Washington College for a minimum of four semesters.
2. Candidates must have completed a minimum of thirty semester credits in regular credit courses and shall be regularly admitted students who have not been awarded any baccalaureate degree. Thirty college semester credits in regular courses should not include transfer credits.
3. The thirty semester credits shall include at least fifteen semester credits outside the candidate's major field. These fifteen hours should consist of credits in the Liberal Arts/Sciences, and no applied arts or applied science courses can be included.
4. Candidates must rank in the highest ten percent of all those students who satisfy the requirements enumerated in (a), (b), and (c) above; provided, however, that on a 4.0 scale, the minimum grade point index shall not fall

below 3.2.

If you meet the above requirements and would like to be considered for membership, request an application by contacting the JMC Office of Advising Services (540/286-8000) to request an application.

#### **Undergraduate program only**

##### **Academic Bankruptcy**

Academic bankruptcy releases students from prior poor academic performance at Mary Washington College. Students may declare academic bankruptcy at the point of readmission for those courses taken at least seven academic years prior to the time of re-enrollment. Academic bankruptcy must be declared at the time of re-enrollment and can be claimed no more than once in a student's career. With the declaration of academic bankruptcy, course work that is at least seven academic years old will not be counted in the calculation of the GPA. The JMC Director of Academic Advising and the MWC Office of the Registrar must approve permission for academic bankruptcy.

#### **Undergraduate program only**

##### **Classification of Student Level**

Undergraduate students are classified by level based on earned semester credits:

|           |                    |
|-----------|--------------------|
| Freshman  | 0 to 29 credits    |
| Sophomore | 30 to 59 credits   |
| Junior    | 60 to 89 credits   |
| Senior    | 90 or more credits |

Students who enter the James Monroe Center as degree seeking students at the master's level or who enter a JMC certificate program, which requires an earned bachelor's degree, are classified as graduate level students. However, students who are enrolled in Certificate programs or are taking classes as non-degree students will not be classified by the above student levels.

#### **Undergraduate program only**

##### **Dean's List**

Students who earn a semester GPA of 3.50 or higher based on six graded semester credits are placed on the Dean's Honor List for the semester and their permanent record is noted.

#### **Undergraduate program only**

##### **Honors, Academic**

Honors are awarded at the time of graduation to graduating students who have achieved a level of academic distinction. Students who have earned the following cumulative grade point averages, based on a minimum of 60 credit hours completed at Mary Washington College, qualify for:

|                      |               |
|----------------------|---------------|
| Summa Cum Laude..... | 3.75 or above |
| Magna Cum Laude..... | 3.50 to 3.74  |
| Cum Laude.....       | 3.25 to 3.49  |

Students who have earned at least 30 Mary Washington College credit hours qualify for:

|                               |                |
|-------------------------------|----------------|
| With Highest Distinction..... | 3.75 or higher |
| With Distinction.....         | 3.30 to 3.74   |

##### **Honors, Academic Program**

To receive program honors in the BPS program, students must complete the program with an overall minimum MWC/JMC 3.500 grade point average. In addition, they must:

- Earn a minimum of 3.3 in the Concentration (at least 15 residential credits)
- Earn a minimum of 3.2 in the Core Courses (at least 12 residential credits)
- Complete BPST 450: Technology, Innovation and Change
- Propose a topic for a directed study, which culminates in a thesis, one full semester prior to planned

#### graduation

- Enroll in a directed study during last session/semester prior to planned graduation
- Submit copies of thesis to Program Committee one full week prior to presentation/defense of thesis
- Successful presentation/defense of thesis to Program Committee with a grade of A- (3.75) or above

#### **Undergraduate program only**

#### **President's List**

Students with a semester GPA of 4.0 are placed on the President's List and their permanent record is noted.

#### **Undergraduate program only**

#### **Probation, Suspension and Dismissal**

The purpose of probation, suspension and dismissal is to warn students that their academic performance is unsatisfactory, to stimulate them to improve their performance, or to serve notice that the institution will not allow them to continue.

All MWC students are expected to make satisfactory academic progress by maintaining a 2.00 overall cumulative grade point average (GPA), the standard required for graduation. Students who fall below a 2.00 overall cumulative GPA are in academic jeopardy and are subject to the College's probation, suspension, and dismissal policy.

All students who have completed 12 or more MWC graded semester credits will be reviewed at the end of fall and spring semesters. This action is taken regardless of the number of semesters completed and includes BPS, graded certificate programs and non-degree students registered through the James Monroe Center.

#### **Undergraduate program only**

#### Academic Probation

MWC students placed on probation may continue their enrollment until they complete an additional 12 graded MWC semester credits. Non-degree students who have been placed on probation must petition the James Monroe Center Board on Academic Standing to return as non-degree seeking students or must petition if they wish to become a degree-seeking students. Students on probation who achieve an overall cumulative Mary Washington College GPA of 2.00 or higher will be returned to good academic standing. Students previously on probation whose overall cumulative Mary Washington College GPA again falls below a 2.00 will be returned to probation.

As appropriate, a notation of probation status is entered on the student's permanent record. Students placed on academic probation are required to consult with their faculty mentor and a JMC academic counselor.

#### **Undergraduate program only**

#### Suspension/Dismissal

JMC students who do not make satisfactory progress while on probation will be suspended/dismissed. No JMC student can be suspended after only one semester at the College; a period of probation of at least one semester or 12 graded credits will always precede suspension/dismissal action. As appropriate, a notation of the student's suspension/dismissal status is entered on the student's permanent record. A suspended student may not enroll in any classes at Mary Washington College or the James Monroe Center until his/her period of suspension expires. A dismissed student is ineligible to obtain a degree from Mary Washington College or to continue enrollment in courses offered by the College.

Courses taken at other institutions while a JMC student is on suspension (academic, disciplinary, or honor) from MWC are not accepted by MWC for transfer credit and will not fulfill any degree requirement. Prior permission for future transfer work is automatically revoked when a student is suspended/dismissed.

The academic records of all JMC students on probation are subject to review for academic suspension/dismissal at the conclusion of an additional 12 graded credits after the initial action. All JMC students on probation must have met the appropriate minimum overall cumulative Mary Washington College GPA, based upon their total number attempted credits (including AP, IB, portfolio, CLEP and transfer credits as well as all Mary Washington College credits):

| Number of Attempted Credits | Minimum Overall Cumulative GPA |
|-----------------------------|--------------------------------|
| 12-36                       | 1.25                           |
| 37-66                       | 1.50                           |
| 67-96                       | 1.75                           |
| 97-120                      | 2.00                           |

All JMC students on probation must have 24 earned credits to achieve the requisite minimum overall cumulative GPA per the table above or they will be suspended/dismissed, according to the following regulations:

**First Suspension** - One semester suspension. Appeals reviewed by the James Monroe Center Board on Academic Standing. The student will be ineligible to attend the subsequent semester, but he/she would be eligible to return for the following semester. (See **Reinstatement after Suspension.**)

**Second Suspension** - Two-semester suspension. Appeals reviewed by the James Monroe Center Board on Academic Standing. The student will be ineligible to attend the two subsequent semesters, but he/she would be eligible to return for the following semester (See **Reinstatement after Suspension.**)

**Dismissal** - Permanent suspension. No appeal to the James Monroe Center Board on Academic Standing possible. A dismissed student is ineligible to obtain a degree from Mary Washington College or to continue enrollment in courses offered by the College regardless of the degree/certificate/non-degree program until such time as seven full calendar years have elapsed.

Any JMC student placed on suspension may appeal his/her suspension to the James Monroe Center Board on Academic Standing, a panel comprised of faculty and administrators appointed by the Dean of Graduate and Professional Studies. This Board considers suspension appeals by students and can modify a suspension term when such is deemed appropriate. This Board also has the authority to establish and enforce reinstatement contracts for students returning after the completion of suspension periods.

#### **Undergraduate program only**

#### **Reinstatement after Suspension**

First-time or second-time suspended students who wish to re-enroll must notify the James Monroe Center Board on Academic Standing, in writing, of their intent to return to MWC and/or the James Monroe Center at the conclusion of their suspension period. Guidelines for petitioning the Board are available in the JMC Office of Advising Services. Reinstatement petitions must be received in the JMC Office of Advising Services by March 15 to be considered for fall or summer semester re-enrollment or by November 15 to be considered for spring semester re-enrollment. The James Monroe Center Board on Academic Standing will extend a reinstatement contract to students, who, upon formally accepting the contract, will be assured of continuance and permission to enroll in courses at MWC and/or JMC during the semester immediately following the conclusion of the suspension period.

#### **Undergraduate program only**

#### **Progress, Academic**

Academic progress is based on the students' earned grade point averages. The semester GPA is based on the quality points earned from all attempted course work during a given academic semester. The cumulative grade point average is based on the quality points earned from all attempted course work while in attendance at Mary Washington College.

#### **Undergraduate & Graduate programs**

#### **Exams**

#### **Conflicts**

Students who have more than two examinations scheduled on the same day may elect to have one rescheduled.

Students shall decide which examination should be rescheduled and then consult with the instructors. It is the student's responsibility to initiate this process early in the semester so that the student's revised examination schedule has been approved by the Friday preceding the last week of classes. The make-up date will be decided by mutual agreement of the instructors and the students.

Alternate examination dates will be set by consulting with the instructor or instructors and, if necessary, through consultation with the Director of Academic Advising Services. Requests by students whose religious beliefs preclude taking an examination on specific days will be honored.

#### **Undergraduate & Graduate programs**

##### **Final Exams**

Students who fail to take a required final examination and/or fail to complete a required final examination or project have not completed the course requirements and, therefore, fail the course. Final examinations are scheduled at the end of each course regardless of the course length. If, in the opinion of the instructor, a course cannot benefit from a final examination or project (such as critiques and papers), the instructor should formally request release from the requirement from the Dean. In accordance with Honor Council procedures, a student is required to pledge to disclose neither the contents nor the form of any examination until after the conclusion of the examination period.

#### **Undergraduate & Graduate programs**

##### **Illness or Emergencies During the Examination Period**

Any illness or emergency, which prevents a student from taking a scheduled final examination, should be reported to the JMC Office of Advising Services prior to the examination. The student should provide his/her name, the title of the course, name of the instructor and time of the examination. The JMC Office of Advising Services will notify the instructor, and it is then the student's responsibility to contact the instructor to arrange a make-up examination. If a make-up exam cannot be arranged prior to the grade submission deadline, the student must contact the JMC Office of Advising Services.

#### **Undergraduate & Graduate programs**

##### **Re-examinations**

Seniors lacking the necessary credits or quality points for graduation may be eligible for re-examination. This privilege is limited to one re-examination in the final 12 hours of course work. The senior must be passing the course **at the time the initial final examination was taken**. Senior re-examinations will be permitted in courses in which the final grade was C-, D+, D or F. Therefore, re-examinations will be permitted only in courses in which the grade was less than satisfactory.

The Director of Academic Advising Services must authorize all re-examinations in advance. Seniors expecting to graduate in the spring semester who wish re-examination in a spring course must request re-examination within one day after being contacted by the Office of the Registrar. If the request is approved, the student must take the re-examination at least one full day prior to the day of graduation. Seniors not expecting to graduate at the end of the semester during which the request is made and approved must take the re-examination within three weeks of the date of approval. Seniors expecting to graduate in the spring semester who wish re-examination in a prior fall semester course must request approval for re-examination during the first week of the spring semester and take the re-examination within three weeks of the date of approval.

#### **Undergraduate program only**

## JMC Calendar

### Fall 2001 Semester

|   |           |
|---|-----------|
| Registration begins for continuing JMC students registering for JMC courses   | Apr 2     |
| Registration begins for new JMC students registering for JMC courses  | Apr 9     |
| On-site registration for fall semester; 4-7 pm JMC lobby  | Aug 22    |
| First day of classes for the 1st 7-week session and 14th-week semester  | Aug 27    |
| Last day to add 1st 7-week courses  | Aug 29    |
| Last day to register or add courses for 14-week semester  | Aug 31    |
| Last day to drop a 1st 7-week courses without a grade of "W"  | Sep 7     |
| Last day to change to/from pass/fail grade for 1st 7-week session   | Sep 7     |
| Last day to drop a full semester course without a grade of "W"  | Sep 14    |
| Last day to change to/from pass/fail grade for 14-week semester   | Sep 14    |
| Last day to drop a 1st 7-week session course without an automatic "F"   | Sep 20    |
| Last day to withdraw from the semester (all courses). Students may not withdraw from the semester once a grade is received in a 1st 7-week session. | Oct 12    |
| Last day of classes for the 1st 7-week session  | Oct 12    |
| Fall break for the 14-week semester courses   | Oct 13-16 |
| Final exams for the 1st 7-week session  | Oct 15-19 |
| Last day to register or drop/add for the 2nd 7-week session   | Oct 18    |
| First day of classes for the 2nd 7-week session   | Oct 22    |
| Last day to drop a 14-week course with an automatic "F"   | Oct 26    |
| Last day to drop a 2nd 7-week course without a grade of "W"   | Nov 2     |
| Last day to change to/from pass/fail grade for the 2nd 7-week session   | Nov 2     |
| Last day to drop a 2nd 7-week course without an automatic "F" for students registered for the 2nd 7-week session only                               | Nov 14    |
| Last day to withdraw from the semester for students registered for the 14-week semester only  | Dec 7     |
| Last day of classes for the 14-week semester  | Dec 11    |
| Last day of classes for the 2nd 7-week session  | Dec 11    |
| Last day to withdraw from the 2nd 7-week session for students registered for an already completed session and no 14-week course                     | Dec 11    |
| Final exams for the 14-week semester  | Dec 10-15 |
| Final exams for the 2nd 7-week semester   | Dec 12-15 |
| First day of class for spring, 2002   | Jan 9, 02 |

**Fall 2001 Semester**  
**7-Week Session Schedule**

*1st 7-Week Session*

|   |           |
|---|-----------|
| Fall 2001 Advance Registration begins for continuing JMC students     | Apr 2     |
| Registration begins for new JMC students registering for JMC courses  | Apr 9     |
| On-site registration for spring semester; 4-7 pm JMC lobby            | Aug 22    |
| First day of classes for the 1st 7-week session                       | Aug 27    |
| Last day to register for a 1st 7-week session                         | Aug 29    |
| Last day to drop a 1st 7-week courses without a grade of "W"          | Sep 7     |
| Last day to change to/from pass/fail grade for 1st 7-week session     | Sep 7     |
| Last day to drop a 1st 7-week session course without an automatic "F" | Sep 20    |
| Last day of classes for the 1st 7-week session                        | Oct 12    |
| Final exams for the 1st 7-week session                                | Oct 15-19 |

*2nd 7-Week Session*

|   |           |
|---|-----------|
| Fall 2001 Advance Registration begins for continuing JMC students   | Apr 2     |
| Registration begins for new JMC students registering for JMC courses  | Apr 9     |
| On-site registration for spring semester; 4-7 pm JMC lobby  | Aug 22    |
| Last day to register or drop/add for the 2nd 7-week session   | Oct 18    |
| First day of classes for the 2nd 7-week session   | Oct 22    |
| Last day to drop a 2nd 7-week course without a grade of "W"   | Nov 2     |
| Last day to change to/from pass/fail grade for the 2nd 7-week session   | Nov 2     |
| Last day to drop a 2nd 7-week course without an automatic "F" for students registered for the 2nd 7-week session only           | Nov 14    |
| Last day of classes for the 2nd 7-week session  | Dec 11    |
| Last day to withdraw from the 2nd 7-week session for students registered for an already completed session and no 14-week course | Dec 11    |
| Final exams for the 2nd 7-week semester   | Dec 12-15 |

## Spring 2002 Semester

|   |              |
|---|--------------|
| Registration begins for continuing JMC students registering for JMC courses   | Nov 5        |
| Registration begins for new JMC students registering for JMC courses  | Nov 12       |
| On-site registration for spring semester; 4-7 pm JMC lobby  | Jan 3        |
| First day of classes for the 1st 7-week session and 14-week semester  | Jan 9        |
| Last day to register for a 1st 7-week courses   | Jan 11       |
| Last day to register or add courses for the 14-week semester  | Jan 16       |
| Last day to drop a 1st 7-week courses without a grade of "W"  | Jan 18       |
| Last day to change to/from pass/fail grade for 1st 7-week session   | Jan 18       |
| Last day to drop a full semester course without a grade of "W"  | Jan 29       |
| Last day to drop a 1st 7-week session course without an automatic "F"   | Feb 6        |
| Last day of classes for the 1st 7-week session  | Feb 25       |
| Final exams for the 1st 7-week session  | Feb 27-Mar 2 |
| Late registration and drop/add for the 2nd 7-week session   | Mar 1        |
| First day of classes for the 2nd 7-week session   | Mar 6        |
| Last day to drop a 2nd 7-week course without a grade of "W"   | Mar 18       |
| Last day to change to/from pass/fail grade for the 2nd 7-week session   | Mar 18       |
| Last day to drop a 2nd 7-week course without an automatic "F" for<br>students registered for the 2nd 7-week session only                          | Apr 3        |
| Last day to withdraw from the semester for students registered for 14-week<br>semester only   | Apr 23       |
| Last day of classes for the 14-week semester  | Apr 23       |
| Last day of classes for the 2nd 7-week session  | Apr 24       |
| Last day to drop a 2nd 7-week sesion course with a grade of "W" for<br>students registered for an already completed session and no 14-week course | Apr 24       |
| Final exams for the 2nd 7-week session  | Apr 26-30    |
| Final exams for the 14-week semester  | Apr 29-May 2 |

## **Spring 2002 Semester 7-Week Session Schedule**

### *1st 7-Week Session*

|   |              |
|---|--------------|
| Registration begins for continuing JMC students registering for JMC courses | Nov 5        |
| Registration begins for new JMC students registering for JMC courses        | Nov 12       |
| On-site registration for spring semester; 4-7 pm JMC lobby                  | Jan 3        |
| First day of classes for the 1st 7-week session                             | Jan 9        |
| Last day to register for a 1st 7-week courses                               | Jan 11       |
| Last day to drop a 1st 7-week courses without a grade of "W"                | Jan 18       |
| Last day to change to/from pass/fail grade for 1st 7-week session           | Jan 18       |
| Last day to drop a 1st 7-week session course without an automatic "F"       | Feb 6        |
| Last day of classes for the 1st 7-week session                              | Feb 25       |
| Final exams for the 1st 7-week session                                      | Feb 27-Mar 2 |

### *1st 7-Week Session*

|  |           |
|--|-----------|
| Registration begins for continuing JMC students registering for JMC courses  | Nov 5     |
| Registration begins for new JMC students registering for JMC courses   | Nov 12    |
| On-site registration for spring semester; 4-7 pm JMC lobby   | Jan 3     |
| Late registration and drop/add for the 2nd 7-week session  | Mar 1     |
| First day of classes for the 2nd 7-week session  | Mar 6     |
| Last day to drop a 2nd 7-week course without a grade of "W"  | Mar 18    |
| Last day to change to/from pass/fail grade for the 2nd 7-week session  | Mar 18    |
| Last day to drop a 2nd 7-week course without an automatic "F" for students registered for the 2nd 7-week session only                          | Apr 3     |
| Last day of classes for the 2nd 7-week session   | Apr 24    |
| Last day to drop a 2nd 7-week sesion course with a grade of "W" for students registered for an already completed session and no 14-week course | Apr 24    |
| Final exams for the 2nd 7-week session   | Apr 26-30 |

## Faculty

Gail D. Brooks

*Associate Professor of Computer Technology and Director of the Technology Institute*  
B.S., M.S., Virginia Polytechnic Institute and State University

Alan G. Heffner

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| Library   | 286-8025 |
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## Index

- Academic Bankruptcy, 60
- Academic Probation, 61
- Academic Resources, 4
- Academic Standing, 59
- ACE (American Council on Education), 46
- Add, Course, 53
- Administration, 69
- Admissions, 4
- Advance Registration, 46
- Advising Services, 4
- Alpha Sigma Lambda Honor Society, 59
- Attendance, 58
- Audit, 53
- Brokered Programs, 38
  - VCU Master of Education, 38
    - Counselor Education, 38
    - School Administration, 38
  - Master of Public Administration, 39
  - Commonwealth Graduate Engineering Program, 39
- Certificate, Certification and Non-Credit Programs, 41
  - Computer Technology for Educators Certificate, 39
  - Teaching English as a Second Language Certificate, 40
  - Information Security Certificate, 45
  - Contracts and Procurements Certificate, 33
  - Strategic Human Resource Management Certificate, 42
  - Organizational Leadership Certificate, 43
  - Technology Academy, *with certification in:*
    - Microsoft Certified Systems Engineer -- Windows 2000, 44
    - A+, Net+, iNet+, 45
    - Microsoft Office Applications, 45
- Certificate Programs, 53
- Certificate Requirements, 53
- Classification of Student Level, 60
- CLEP (College Level Examination Program), 6
- Commencement, 47
- Community Values, 3
- Computer Labs, 5
- Confidentiality of Student Records, 56
- Continuance After Dropping Out or Not Returning for One or More Semesters, 47
- Continuance After Interrupted Enrollment, 47
- Continuance After Leave of Absence, 48
- Continuance After Suspension, 48
- Continuance After Withdrawal During the Semester, 48
- Continuance While on Academic Probation, 48
- Corequisite, 53
- Credit-by-Examination, 48
- Dean's List, 60
- Degree Application, 48
- Degree Plan, 49
- Degree Requirements, 49
- Directed Study, 53
- Directory Information, 57

Disability Services, 5  
Drop, Course, 54  
Exam conflicts, 62  
Faculty, 68  
Final Examinations, 63  
Grade appeals process, 57  
Grade Change, 58  
Grade Type Change, 58  
Graduate Degree Programs  
    Master of Arts in Liberal Studies, 14  
    Master of Education, 17  
        Initial Teacher Licensure with an MEd Option, Track I, 18  
        The MEd for Professional Development or Added Endorsement, Track II, 22  
    Master of Business Administration, *with concentrations in:*  
        General Management, 32  
        Organization and Human Resource Development, 32  
        Management Technology, 32  
        Information Security, 32  
        Contracts and Procurement Management, 33  
Home Campus, 49  
Honor System, 4  
Honors, Academic, 60  
Incomplete Grade, 58  
In-State Tuition Eligibility, 6  
Instructional Development Lab, 5  
Internship, 54  
James Monroe Center Mission Statement, 3  
JMC Board on Academic Standing, 4  
Leave of Absence, 49  
Library, 5  
Load, Course, 54  
MWC Statement of Institutional Purpose, 2  
National Testing, 6  
Non-Degree Status, 53  
Numbering, Course, 54  
Overload, 55  
Pass/Fail, 58  
Payment, 6  
Permanent Record, 57  
Portfolio (Credit for Life/Work Experience), 49  
President's List, 61  
Prerequisite, 55  
Professional Development for Educators, 39  
Progress, Academic, 62  
Readmission, 50  
Re-examinations, 63  
Refunds, 6  
Reinstatement After Suspension, 62  
Repeating, 55  
Resident Credit, 51  
Restricting Courses Repeated During the Same Semester, 55  
Rules and Regulations, 46  
Schedule, Course Offering, 55  
Section Change, 55

Semester Credit, 56  
Senior Citizen Fees, 7  
Speaking Intensive Designation, 51  
Staff Telephone Directory, 69  
Student Records, 56  
Suspension/Dismissal, 61  
Technology Proficiency, 51  
Teleconferencing Center, 5  
Tuition and Fees, 6  
Transcripts, 59  
Transfer of Credit after Matriculation, 51  
Transfer of Credit before Matriculation, 52  
Undergraduate Degree Programs, 7  
    Bachelor of Professional Studies, 7  
    Computer Technology, 9  
    Leadership and Management, 8  
Undergraduate Request for Graduate Course, 56  
Verification of Enrollment, 57  
Veterans' Benefits, 7  
Virginia Community College System Articulation, 52  
Withdrawal, Administrative, 56  
Withdrawal, Individual Course, 56  
Withdrawal, Voluntary, 56  
Writing Intensive Designation, 52





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